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ABSTRACT

The Transcultural Education Model presents a unified working model for teaching limited English proficient, English-as-Second-Language (ESL), or English-as-Second-Language transcultural (ESLT) students to read, write, and speak English. The model is designed for students and teachers in elementary, secondary, and adult schools. The model is presented to help educators answer questions concerning qualifications for ESL teachers, components of ESL programs, and ESL materials. In seven chapters, several topics are addressed including a comparison of ESL and ESLT, and discussions of student assessment, and instructional focus. A sample materials guide catalog, step charts, student progress charts, and lesson plans, materials, and methods are appended. A language/cultural test battery is also appended. (Contains 70 references.) (JP)

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# TRANSCULTURAL EDUCATION MODEL

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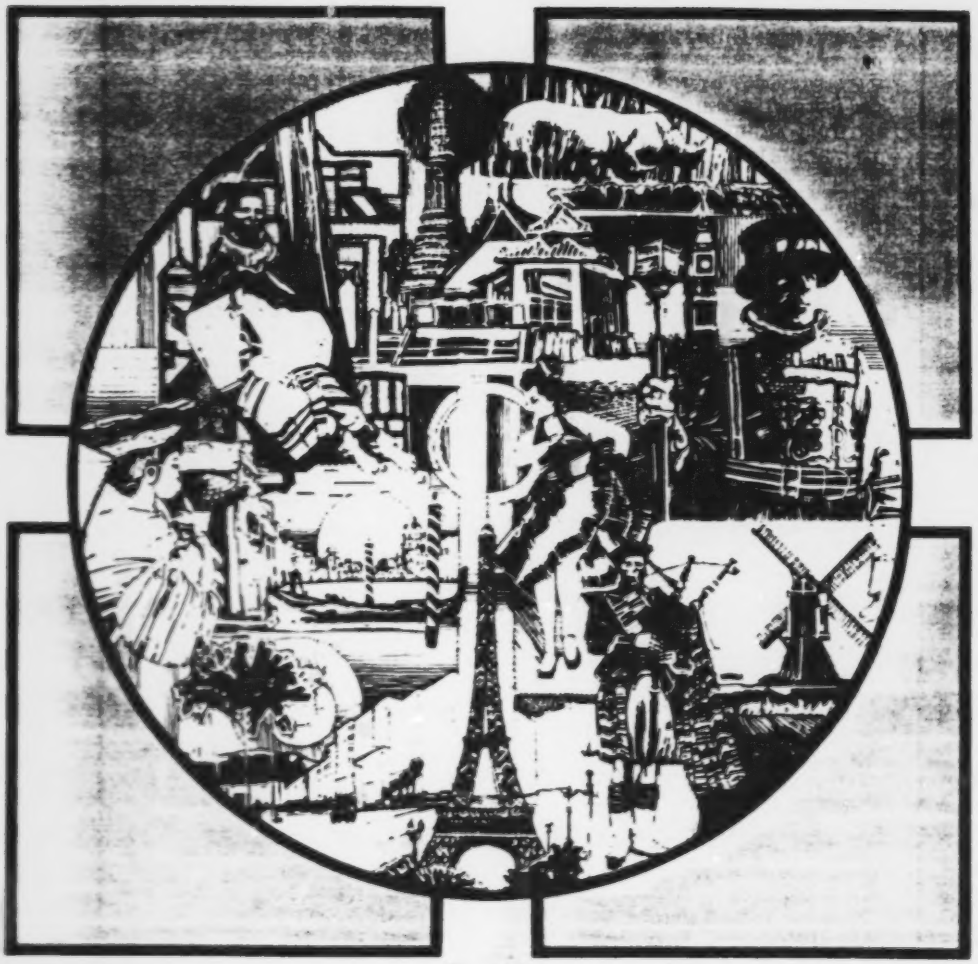

**Judy P. Donaldson**

## A Guide for Developing Transitional ESL/LEP and Bilingual Programs Kindergarten through Adult Education

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# Transcultural Education Model:

## A Guide for Developing Transitional ESL/LEP and Bilingual Programs Kindergarten through Adult Education

Judy P. Donaldson
ESL Program Coordinator
Granite School District, Utah

Learning Publications, Inc.

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## ACKNOWLEDGEMENT

This book is dedicated to those involved in the vital process of language learning with its complex cultural implications and to their teachers in the belief that communication among the peoples of the earth is all-important to a peaceful universe.

I wish to express my deep gratitude and sincere appreciation to each of you, wherever you may be, for the time and effort you have so generously given for the purpose of helping us to communicate more easily and to further the cause of brotherhood, love and understanding.

J. P. D.

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# INTRODUCTION

In keeping with the policy of ensuring equal educational opportunity for all students, we as educators are faced with an ever increasing dilemma. How do we provide for the educational needs of those who do not speak English in an effective but affordable manner?

Language is a very personal, almost sacred part of a person's being. It represents, among other things, the last link to the native homeland, the land of that individual's heritage. Therefore, this model stresses to the ESL students and teachers that there never is any intent to force anyone to abandon the native language. There is only one intent – to teach individuals to feel comfortable and competent in an English-speaking nation so that they will have an equal opportunity to satisfy their needs and desires.

The *Transcultural Education Model* presents a unified working model for teaching **Limited English Proficient (LEP), English as a Second Language (ESL)** or **English as a Second Language Transcultural (ESLT)** students to read, write and speak English. This model is designed for students and teachers in elementary, secondary and adult schools. The model provides guidelines for implementation of methods that will result in effective student achievement. However, it should be kept in mind that the *Transcultural Educational Model* offers a framework or starting point – not a packaged solution.

This model will be a useful resource that will enable those who are building an ESL/LEP/ Transcultural or Bilingual program in their districts to ensure viability. This model is presented to help you, the educator, to find answers to these and other questions you may have about ESL programs.

- What are ESL and ESLT?
- What are the objectives of ESL?
- How is ESL taught?
- Where do I learn more about ESL?
- How long will it take for an ESL student to learn English?
- What qualifications should an ESL teacher have?
- Am I qualified to teach ESL?
- Why should I be concerned about ESL?
- How can I better identify with the feelings and problems which ESL students face?
- What are the essential ingredients of a successful ESL program?
- What kinds of materials are useful?
- What are the components of an ESL model?
- What do the terms **survival language** and **survival skills** mean?

# 1

# WHAT ARE ESL AND ESLT?

What is ESL? Simply stated, ESL is English learned as a second language. ESL has a common tie with bilingual education in that both deal with two languages, the second of which is English. Therefore, at the outset, students in "traditional" bilingual education and ESL classes speak no English, or at best, very little. "Nontraditional" bilingual education classes can include teaching Spanish as a second language (SSL) or any other language as a second language. Sometimes the terms Transcultural or ESL/Transitional (ESLT) are substituted for ESL/Bilingual classes, an indicator that the focus is on mainstreaming into English rather than continuous instruction in two languages.

Initially, ESL/Bilingual classes focus on forms of communication which are sometimes referred to as survival vocabulary and Total Physical Response (TPR). Survival vocabulary, as the term implies, deals with basic, simple words and phrases such as: stop, go, open, closed, in, out, up, down, danger, do not enter, caution, men, women, food, water, hospital, police, fire, emergency, help, address, phone number, bus, rent, money and values. Such basic words and phrases are critical to an individual's adaptation to a new country.

Total Physical Response (TPR) requires the ESL/Transcultural or Limited English Proficient (LEP) student to demonstrate correctly, via physical responses, to verbal, pictured or written commands such as: "Raise your right hand," "Walk to the chalkboard," "Touch your nose," etc. Games such as "Simon says" are good tests of TPR.

While the goals of ESL and bilingual education programs are similar, they also have basic differences. Bilingual education often has the "planned" capacity to teach/learn all core curriculum in the second language as well as the first language. **Traditionally**, this would refer to teaching Hispanic students in Spanish and English—at the same time—thereby eliminating the delay in scholastic progress caused by having to learn the second language (English) in order to read, write and speak well enough to function at grade level. **Nontraditional** bilingual classes may not have such a broad scope or intent. They may focus on oral communication only or a combination of oral and written skills, not necessarily in all subject areas.

ESL/Transitional/Transcultural differs most from bilingual instruction in that the primary goal of ESL/Transitional (ESLT) is to enable the ESLT student to be mainstreamed into regular classes, all of which are taught in English, as rapidly as possible. In ESLT classes the native language is used with English on a decreasing basis during the initial orientation phase for Category A students who can only speak or understand their native language, and sometimes for Category B students who can communicate with difficulty in English but are not fluent. The Category B student is totally ESLT. He/she is more capable of understanding and communicating in English than the Category A student but is "in transition" and not bilingual yet.

As a result of the Lau Civil Rights Decision of 1974, school districts receiving federal financial assistance are required to provide English language instruction to LEP students because not to do so "denies them a meaningful opportunity to participate in the public educational program and thus violates S601 of the Civil Rights Act of 1964 which bans discrimination based on the grounds of race, color or national origin." This means that any student who cannot

speak English must be given educational assistance to ensure equal opportunity for learning. While the law is written in language which invites a variety of interpretations regarding implementation, there is consensus in categorizing a student's ability or lack of ability to speak English. The categories range from A to E and enable program developers to group and plan for individual student needs. In addition, there are certain words and terminologies that are used frequently in ESL/Bilingual programs. The following definitions are provided for clarification and scope since they are used throughout this text.

## DEFINITION OF TERMS

**Lau Language Categories**—Category A refers to those students who can speak and understand only in their native language. The Category B student knows and uses some words in the second language but is not fluent. The Category B student is "transitional." The Category C student can understand and speak the second language with varying degrees of discomfort and may be fluent. The student may or may not use correct syntax or be able to read or write the second language. The Category D student is fluent in the second language and knows a few words or phrases in the presumed "first language." The Category E student speaks only the "second" language.

**Monolingual** means "one tongue." The person who is monolingual speaks one language.

**Bilingual** means "two tongues." The person speaks in two languages, often with equal facility. This may or may not include the ability to read and write with fluency in both languages.

**Bilingual/Biliterate** means the ability to speak, read and write fluently in two languages.

**LEP** stands for Limited English Proficient. These persons might be ESL students or **any** students who score at or below the third stanine on a standardized achievement test (SAT) in the areas of reading, writing, and listening (General English Comprehension). Stanines one, two, three are considered to be below average. Stanines four, five, six are in the average range. Stanines seven, eight, nine rank above average.

**ESL** stands for English as a Second Language. Some other language is the first language or "native" language. ESL programs differ in fundamental ways from programs designed for native speakers of English, such as literature, reading improvement or speech therapy. The focus in ESL programs is teaching non-English speaking people how to use the vocabulary and sentence patterns of English to communicate more effectively.

**ESLT** stands for English Second Language Transitional or Transcultural. This can refer to the type of instruction or to the student who is in "transition" between monolingual and bilingual with regard to facility in two languages, i.e., Category B students.

**IEP** stands for Individualized Education Plan. As used in this text it does **not** refer to students who are participants in Special Education programs. It means that the LEP (Limited English Proficient) student's specific needs have been diagnosed, and a specific plan for meeting those needs has been prescribed.

**IOP** stands for Initial Orientation Phase. This phase may last up to three months. During the first, second and possibly third week of exposure to English, much of what is presented may be expressed in the native language of the ESL student. This may be done through the use of a native language bilingual speaker or the use of cassettes, written materials, pictures

or video tapes. A person who speaks the native language is helpful when coordinating this phase. However, a well trained monolingual English-speaking instructor can successfully teach ESL without a native language assistant.

**Orientation Phase** refers to the time required for the ESL student to become functionally bilingual (70% listening comprehension in English). The time required varies from six weeks to three years, depending on the student's background, age, ability to learn a foreign language and frequency of exposure to English.

**Trans-** means across, on the other side of or over, as in transatlantic. **Cultural** means the concepts, habits, skills, arts, instruments, language, institutions, etc., of a given people in a given period. Transcultural is the ability to "bridge" the span between the old and new cultures.

**Transitional/Transcultural** refers to the person who is able or in the process of "crossing over to the other side" (i.e., to the new country's cultural norms), while frequently reverting to the native cultural norms and language as needed and desired. At the same time, however, the individual is becoming more proficient in his or her acquisition of the necessary skills (thinking, speaking, reading, writing) to function as a bilingual/bicultural person in his or her second language and culture. (Category B and some Category C students are Transitional/ Transcultural.)

**Code Switching** is most frequently used by persons who are in the Transitional Language Category B. They are thinking and using the words and syntax of the native language, as well as the words and syntax of English, when trying to speak or write in English. The Category B individual lacks the ability to speak English fluently, and does not do Code Switching by habit. Some persons who are Category C, bilingual, and Category D, dominant English, may do this also. Code Switching is a result of habit for the Category C and D persons, because members of their immediate families will frequently revert to the specific phrases or syntax patterns of their native language and vocabulary when discussing certain topics. Therefore, by habit, the use of Code Switching is sometimes seen beyond those who are in the Transitional Language Category B.

**Attention Deficit Disorder**—Unfortunately, many LEP students are afflicted with this condition. It is, in part, caused by Code Switching and frustration, with poor comprehension due to inadequate vocabulary in English. It is characterized by such terms as: short attention span, hyperactivity, bad temper, being "bossy," being dismissed from school for inappropriate behavior and other negative behaviors. These "symptoms" are also frequently seen in students who are placed in Special Education classes. Educators must be aware of the close relationship of "symptoms" when dealing with LEP students compared to BH (Behaviorally Handicapped) or EH (Educationally or Emotionally Handicapped) or LD (Learning Disabled) students. To misdiagnose the LEP student as being in need of placement in Special Education/Resource classes is grounds for serious legal action as well as a sure way for lowering the individual's self-esteem.

**Mental Paralysis** can afflict anyone at some time or other. However, LEP students experience this quite often. The effects are an inability to express, verbally or literally, responses to visual, physical, or auditory input—rather like a comatose person—but the person is awake and appears to be functioning normally, and, in fact, is. The person can't ask for help or is "frozen in fear," possibly for having made too many errors in attempting to communicate. Educators should locate other persons (students, sponsors, etc.) who have facility in English and the student's language, in order to enable the one who can't express his/her needs, to be able to do so. Not infrequently, cultural traits can be an added cause for a lack of ability to verbalize with a teacher. This is due to the extreme respect that many cultures give to their rulers, religious leaders and teachers. By cultural tradition, the student is to be "seen and

not heard," unless spoken to by the teacher or magistrate. When a response is given, there is seldom eye contact, as we Westerners expect. This lack of eye contact is due to extreme respect. The culture dictates that persons of "a lower estate" do not look at their "superiors," when responding.

**SES** stands for Socio-Economic Status. Persons whose income is at or below the "poverty" level have many problems that perpetuate entrapment in the low socio-economic group. In fact, some sociologists refer to this segment of society as the "culture of poverty." It encompasses all races. Many people who are also members of minority groups may lack a facility with reading, speaking and writing as they relate to English. However, within this group there are caucasians whose parents were raised in homes where English (of poor quality) was spoken. Low scholastic achievement and poor self-esteem are common traits of a person whose home environment is of this type. Lower income families also often lack proper nutrition and health care. Poor diet contributes to poor health of mind, body and spirit. Many LEP students are of this SES background. They move frequently. Children have poor attendance in school. Some live in ghettos or barrios. Deprivation, frustration and fear create added burdens of bondage. Some live in rural or small town areas, removed from the mainstream culture.

**Motivational Control Types, External and Internal**—People can generally be categorized as being motivationally controlled by internal discipline or by external "forces," means or devices. In a broad analogy, visualize two ships, with identical appearances, in the middle of a turbulent sea. One ship stays on a steady course and seems to be only slightly affected by the negative elements. The other, however, is being battered and is in constant danger of being swamped. The first ship represents the person whose control motivators are internal. That person is the "master of his/her ship." Internally motivated persons have such good self-control that they can set long and short term goals and make themselves stay "on task" (on course) regardless of influences from external sources and daily encounters. Those who are internally motivated are usually high achievers. The second ship represents the externally motivated person. Persons of this type blame their short-comings on others—fate, luck, society, etc. They rarely take responsibility or ownership for their lack of success. Many dropouts or persons with low SES are externally motivated. They set no goals because they lack the ability to make plans and to become organized. They lack initiative. They seem to be unable to rationalize cause/effect relationships. They do poorly in school for these same reasons. They are not independent thinkers. They require constant direction and are easily frustrated. They lack the ability to build a knowledge bank based on previous experiences. Therefore, each learning experience or station in life is a "new" experience. There is no continuity—no patterning. Theirs is an attitude of: "If I succeed, it is due to luck or fate." "If I fail, it is due to luck or fate or because the teacher or boss does/does not, like me." As educators, we must enable students to be analytical thinkers. Analytical thinkers see cause/effect relationships and as a result, become responsible for their actions. When this happens, individuals are becoming internally control motivated and are well on the way to being high achievers.

**OBE**, Outcome Based Education, has long term goals. One simplified way of incorporating OBE in educational plans is to think of "organizing before the end". In other words, the educator/administrator plans how the student will progress from Language Categories A and C, and lists specific steps or educational modes that will be employed in order to reach the specified goals and objectives.

In summation, the Transcultural/Transitional LEP and ESL students have many concerns and needs beyond those of the bilingual student or the monolingual speaker of English. The ESL teacher must be aware of these in order to better educate these students. Failure to provide adequate, meaningful training deprives them of the opportunity to reach their full potential and to increase their self-esteem. A good education will enable them to make positive contributions to society and to the future well-being of others.

# 2

# BUILDING A SUCCESSFUL ESL PROGRAM

Success is achieved by careful planning and attention to details. Consideration of the topics covered in this chapter will help to ensure success for both educators and students.

### Stable Funding

Stable funding gives increased viability to any program. It attracts and encourages a higher quality of instructors and discourages transient employment. In addition, less time and money are spent for recruiting and new training.

Stable funding also provides assurance of available funds to meet long and short term goals. It eliminates waste by discouraging annual or sporadic surplus money to be spent on unnecessary items. It also eliminates any penalties for using less than what was allocated for a given time span. The well planned budget will list all costs for personnel, materials and incidentals. The person who writes the budget must know the content and the intent of the proposal, as well as be familiar with the format and specific terminologies of proposal writing in order to comply with the regulations imposed by the funding agency. Federal funding has far more requirements, restrictions and regulations than state funding. Other sources require less stringent monitoring. Proposals are funded on the basis of the number of "points" the proposal was awarded. The points are determined by a proposal review committee whose members are highly critical of any deviations from the specified requirements and format. The district must include "capacity building," which means the district's plan for being able to continue to finance the program after the terms of the original funding source in the proposal have expired.

## RESOURCES

### Qualified Researchers

Qualified researchers know funding sources. They also know the language and mechanics of proposal writing. State offices of education can provide such resources as can district level personnel who are responsible for programs such as Chapter I, Title IV, Title VII, etc. These experienced individuals can save a beginner or even an experienced program planner many headaches and frustrations. These people also have access to journals, digests, manuals, and specific organizations dealing with funding sources, grants (federal and private) in which addresses and application dates are listed. (See references at the end of this chapter.)

### United Effort

Instead of "reinventing the wheel," program coordinators can unite their efforts in a constructive way. High levels of communication between districts, as well as state and national organizations with similar responsibilities to students, can give added strength to each unit and also provide a stable hub from which progress for ESL/Transitional/Transcultural education as a whole can move more rapidly. There are often many overlooked resources such as:

1) **Public and Private Businesses** - Some businesses have "adopted a school." They have been willing to allow employees a certain amount of time, with no loss of pay, to donate to a nonprofit organization for translation and/or other educational services. It is a good "tax incentive" for the business. They are "giving to charity," or to a nonprofit organization by doing so. Some corporations have funds set aside for grants in various subject areas and for specific groups, organizations or individuals who are qualified and/or whose proposals are accepted.

2) **Successful Programs** - Those teachers involved with long-standing and successful programs may help others develop better programs in their districts. Even successful programmers can learn something new from their colleagues in the field.

3) **Service Clubs and Organizations** - Some of these groups will donate money or hold fund-raising events in order to sponsor or pledge certain funds to nonprofit agencies.

4) **Church or Other Religious Groups** - These groups often have the same resource methods and means available as are used by service clubs and organizations. Some funds are held in trusts.

5) **P.T.A. and Other School Sponsors** - These groups often have contacts within the community and are willing to donate time and talents for school or other educational programs.

6) **Bilingual Student Tutors** - In addition to saving money, peer tutors provide good role models with whom the students can easily identify. By seeing their peers in a successful role, ESL students can raise their self-esteem. (Student tutors are in the school or classroom when the LEP student is enrolled.) The classroom teacher can supervise the peer tutor as needed.

7) **Model Programs** - Interested persons may investigate these; several are listed here:

   a) San Francisco Unified School District
   Bilingual/ESL Department
   300 Seneca Ave.
   San Francisco, California 94112

   b) Newcomer High School Center
   2340 Jackson Street
   San Francisco, California 94115

   c) Chinese Education Center
   657 Merchant Street
   San Francisco, California 94111

**Materials and Facilities**

Sufficient materials are needed to provide the most meaningful learning experiences for students. Therefore, the number of students in the program must not exceed the funding allocated for procurement of materials, as specified in the budget portion of the proposal. This ensures that the lesson plans can be implemented as stated, in order to comply as required by the proposal. Materials should reflect specific skills, such as those demonstrated in the **ESL Materials Guide Catalog** in Appendix A. It is important to note that in the sample, materials are listed according to reading grade level ability, interest/age level (Elementary, Junior, Secondary, Adult), cultural suitability and specific instructional discipline (phonics, spatial orientation, reading, grammar, writing, speaking).

are listed according to reading grade level ability, interest/age level (Elementary, Junior, Secondary, Adult), cultural suitability and specific instructional discipline (phonics, spatial orientation, reading, grammar, writing, speaking).

Video tapes and native language cassettes are additional resources which can be listed. Such media are invaluable as an aid to the instructor and students during the Initial Orientation Phase of learning the second language, which usually lasts several weeks to several months.

**Program Goals**

There is good potential for your plan if you have given consideration to the following:

The plan must have goals—both short and long term. **Short Term Goals** meet the immediate needs of the ESL/Transitional/Transcultural student. They prepare the ESL student for rapid "mainstreaming." Instructors hired should have the teaching qualifications to meet this goal. Examples: Survival skills and vocabulary as well as Total Physical Response (TPR) to visual or spoken commands.

**Long Term Goals** will enable the ESL/Transitional/Transcultural student to function with ease in the new environment and enable the student to feel confident and gain an improved self-concept. The ESL student will also gain competency in English that will enable him or her to become an asset and valuable contributor to the work force as well as a good provider. Long term goals will help you to have a well established, well-run, ESL program that will form a support base for additional changes in education and promote a sustained leadership bank that can regenerate itself while insuring viability of the program and gaining broad community support. The long term goals may be thought of as Outcome Based Education (OBE). You, the educator/administrator, plan how the student will progress from Language Category A to C and the specific steps or educational modes that will be employed. (See **Step Charts** for added ideas.)

Qualified personnel, as well as the means and materials for implementation, are essential. An evaluation process to determine that goals are being met and that the plan is cost effective will eliminate waste from overspending. Surplus employees should be considered before going out of the district to hire additional staff. Has the use of community volunteers or part-time staff been discussed? Sometimes an individual can be budgeted half-time—if half of the work time is spent on the specific project of that budget and half-time from another. Have bilingual parents, relatives or sponsors of the various LEP students been considered as resources? Have "in-house" bilingual students and/or teachers been considered as translators or tutors?

How can the program be improved? Is there sufficient operational space? Money can be saved because only one English-speaking ESL instructor will be needed. If there are several different languages represented within the district, it is less costly in time and money to hire a few capable translators rather than trying to find many who are not sufficiently fluent in both languages to be qualified as models for their students.

**REFERENCES:**

Federal Register Digest Service (FRDS), P.O. Box 23326, Washington, D.C. 20026.

Project V.I.T.A.L. Videotape. (Video Involved Television for Aural/Oral Learning.) Series of 4 tapes in 1/2 inch VHS or Beta.
Contact: Orange County Department of Educational Services Division, Media Services Unit, P.O. Box 9050, Costa Mesa, California, 92628-9050

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# 3

# SPECIFIC NEEDS, METHODS AND DELIVERY SETTING OR MODE

Students in ESL/Transcultural/Transitional education programs have specific needs which, in turn, dictate specific methods to address those needs. While each population of students may display certain unique needs and while each school district must work within the confines of its available resources, there are basic requirements and considerations which have merit for any type of bilingual program. These are discussed in this chapter.

## "KEYS" TO KNOWLEDGE

No one can actually teach another person anything without the "keys." Each of us, as parents, educators or students, have been shown various "keys" to all sorts of knowledge. Our native language is one very important key. It is, however, up to each individual to take hold of a "key" and to turn it in the right lock in order to open the unknown and have knowledge present itself. That is why so many students can sit in the same classroom, listen to the same lectures and grasp or fail to grasp the same degree of knowledge that the teacher is presenting. They have not picked up the right "key." All the while, they have had an instructor who used their native language; referring to the mainstream, monolingual students. There are many distractions in the classroom. Often students may think they are paying attention—and understanding. However, comprehension of the lesson is not fully achieved. Perhaps the student allowed some time for brief daydreaming or was momentarily "tuned out" because other students were talking or creating an attractive nuisance. Maybe the student is not fluent in English and/or is reading with comprehension below grade level. Whatever the reason, there is a barrier between the student and comprehension. That barrier is as frustrating as poor reception on the radio or television.

## INSTRUCTIONAL PHASES

There are various phases through which people progress when learning a new language. For simplicity, the **Initial Orientation Phase** (IOP) is that time when the ESL/LEP Transitional/ Transcultural student has the least facility with the second language. Emphasis is on survival communication vocabulary. This phase is of the shortest duration, usually less than three months. It is recommended that a minimum of one to three hours, five days a week, be spent on ESL lessons. This is especially important during the beginning of the IOP. There are various types of orientation programs as well as different ways or modes of operating ESL programs. Decide which operational mode for IOP best suits the needs and fits the budget of your district.

During the Initial Orientation Phase it is helpful to have the instructor use native language with English—if and when possible. The use of cassettes, word lists, charts, video presentations and information printed in English and the native language augments comprehension. Consider how much more difficult it would be to find, grasp and turn the "key" if the messages were transmitted in a foreign language! Arrival in the new country has alerted the Transcultural

Family to voices that speak an unfamiliar tongue. This may be their first awareness that they have perhaps lost their most important "key"—language. By not possessing that "key," they have become speechless beings who hear voices without meaning. They are trapped behind barriers of frustration, fear, prejudice and poverty.

At first, the student will "speak as a little child." Encouragement, not criticism, is needed at this time. These students are usually Category A, monolingual, native language only. If used, the native language translators services are gradually withdrawn after the second or third week of the Initial Orientation Phase, depending on the delivery setting mode selected. To prolong the use of the translator actually lengthens the time required to become functionally bilingual.

The **Regular Orientation Phase** could last six weeks, six months, one year or three years, depending on the individual student. This is the ESLT (Transitional) phase. Most of the students are Category B. Their ability to function as "bilingual" has not been accomplished. They are in Transition between Categories A and C. Some may be Category C, but they are not totally fluent.

Students who are non-literate will need to spend more time learning pre-reading skills than those who are semi-literate and familiar with the Latin alphabet. The latter group may enter other types of modified ESL or ESLT classes where they receive intensive tutorial instruction, one on one. They can also work in groups (determined by age, ability, grade, etc.) or in a family program with parents and children together.

It often takes nearly three years to become "functionally bilingual" (Category C). On the *Boehm Test of Basic Concepts*, this student can score 70% or better in the area of listening comprehension in English. (See Appendix D, Section I of **The Language/Cultural Test Battery**.) The student who is in "transition" (Category B), will score 60 to 70% in such areas as:

1) **Auditory discrimination**, which tests for native language phonological interference.

2) **Listening comprehension**, which tests for TPR (total physical response to verbal commands).

3) **Speaking ability**, which shows verbal fluency and the ability to respond to verbal questions in English.

Confusion occurring between the native language and English is known as "transliteration." Some examples of this are: p=b, d=t, l=r, g=k, v=b, w=v, sh=ch, y=j, etc. When reading, spelling or doing other written expression, the student may read or write "put" for "but", "yet" for "jet", "light" for "right", etc. The student usually has some basic level of reading comprehension "in English" by this time. It must be stressed, however, that each ESL student is an individual and will progress at his or her own ability rate—not one devised by the "system." Some will progress more rapidly than others.

The ESL instructor must realize that the ESL student will be thinking in his or her native language **before** verbalizing in English. This is evident with decreasing frequency as the student progresses from the Category B or Transitional Level of fluency with English toward the Category C or Bilingual Level. The sentence patterns are frequently distorted. If, for example, a Navajo ESL student said: "Tomorrow mother going I see," the correct English equivalent would be, "I'm going to see mother tomorrow." This different (thinking/speaking) phase is a critical period for the ESL student. The student has been able to learn enough English vocabulary to understand what is being said and to "filter" the message through the native language "filter." This is done in order to translate for comprehension and then to redistribute the verified response in English. However, it is during the final "delivery" that the faulty syntax is noticed.

(This merely reflects how the student would say the sentence if using the native language.) There is just too much to remember. Be patient. Be encouraging. Be positive. The ESL student is learning the new second language in the same way as he or she learned the first one. Do not expect perfection at first. This student is in transition between two languages.

## MOTIVATION

The ESL instructor must understand that the basic element for learning is motivation—it is the instructor's best tool. Present lessons that focus on the specific needs of the ESL students—NOW NEEDS, gradually adding to the concept and expanding while reviewing for concept retention. For example, thirsty students will want to remember everything they have been told or shown about the functions of drinking fountains in order to quench their thirst.

### Survival, the Great Motivator

The fact that ESL/LEP/Transitional/Transcultural students are often highly motivated to learn English is a distinct advantage to their teachers. These students are prompted by their need to survive in a new and foreign culture. Survival is the greatest of motivators and makes for eager students.

The adults or family providers must first learn enough words—survival words—to find employment or job assistance in order to provide food and shelter for those who look to them for sustenance. The young students are also anxious to learn basic survival vocabulary as it relates to success in school and acceptance by their peers.

Survival training may include but not be limited to simple statements, questions and vocabulary concerning some or all of the following topics:

| | | |
|---|---|---|
| Personal information | communications | emergency measures |
| money/credit | insurance | social customs & manners |
| housing | taxes | classroom procedures |
| health | employment | adjusting to American life |
| shopping (food, clothing, etc.) | | |

Students who complete ESL/SURVIVAL instruction should be able to:

1) ask and answer questions related to daily living and other subjects familiar to the student (Transitional or Category B students).

2) understand simple statements and questions addressed to them within their limited language scope and be able to ask for clarification when necessary (Category B and some Category C students).

3) be understood by native speakers, paying close attention after repetition and clarification, since errors in pronunciation and grammar will probably be frequent (most Category B and some Category C students).

4) possess vocabulary adequate for daily living needs, but probably inadequate for complex situations or ideas (most Category B and some Category C students).

(Many Category C students may be fluent in both languages. "Entry level" Category C students are, of course, better at speaking and comprehending than a Transitional Language Category B

student; but not as competent as a true Category C bilingual student who functions with equal ease in both languages.)

## THE INSTRUCTOR

### Job Requirements for ESL Instructors

It is most important that the ESL Instructor be well qualified! The ESL instructor should possess an Elementary Education Teaching Certificate **or** have completed sufficient courses of study to be fully competent in the necessary skills required for teaching pre-literate students. It is recommended that every educator be required to have one hour (minimum) of ESL instruction credit before obtaining a teaching certificate. Elementary certification requires classes that are most important for teaching the "basics." Secondary certification does not have the same requirements. School districts should teach ESL methods as part of inservice training. The following qualifications are also important:

### The ESL Instructor

1) does **not** need to be bilingual but should have a resource list of support personnel and materials that are bilingual.

2) should know when to use or provide native language instruction.

3) must be knowledgeable in the use of gestures and pictures in order to clarify the message.

4) must be aware of and able to use positive reinforcement and praise. This improves self concept.

5) should know how to discern via verbal or physical response whether the desired learning has taken place.

6) must be patient.

7) must be aware of what needs to be taught and the best method to use.

8) needs to understand OBE (see end of chapter) and how to structure lesson plans accordingly.

9) must have empathy and a genuine interest and concern for each student as he or she would want if the roles were reversed.

10) "rigid flexibility" is a requirement for an ESL instructor. If the first approach fails, keep trying over and over again—adding new ideas.

## LOCATION, MODES AND DELIVERY SETTING

There are many ways of teaching ESL. The delivery setting determines the type of program. Some are traditional and some innovative. They all have the same goal: to help the ESL/LEP student to learn English. Some plans may not be suitable for your district. The purpose for inclusion of these samples is to enable you to design and develop a plan that will not exceed your financial limits while providing the best assistance for your students.

**Location and Modes**

Some ESL classes are held in the back of the classroom while a regular class is in session. This is not the best approach. There are too many distractions. Some classes are taught by a tutor who takes the student(s) to some other place within the school for 30 to 40 minutes, three to five times per week. This is called a "pull-out" program location. There are also other modes or delivery settings such as the central location or "umbrella" school. The Central or umbrella location is the ideal. This concept has been used quite successfully in Europe, as is seen in the British Infant School. Many states have similar "port of entry" systems functioning within different districts. The ESL students attend these classes which are usually away from the mainstream campus until they have sufficient command of basic English to be enrolled in the regular classes. The students are often bussed to the central location school for intensive English training.

**Several Locations**

This is the same plan as "port of entry," but it is duplicated elsewhere within the city or district. Disadvantages are available space, location, transportation and cost of having more than one site for the sole purpose of teaching ESL/LEP students as is done with the "umbrella" plan.

Some districts now have adult education classes during the day similar to what are now being offered at night. Students sixteen years or older who opt not to attend the regular day school program may enroll in the day or night adult education classes. Some ESL students of elementary, junior and senior high ages are being tutored by peers. Some districts use volunteer or paid tutors on a one to one basis or in small groups. Some would be involved in "pull-out" programs within their respective schools for one or more periods a day.

Bussing elementary, junior and senior high students to one or more "umbrella" type facilities for three hours per day, then returning them to regular classes in their regularly assigned schools for lunch and to such classes as math, art, music, P.E., industrial or vocational arts classes, etc., has been tried in various parts of the nation. This method also eliminates concerns about segregation as it requires separation from the main group in the regular school for a part of the day only.

**On the job training** (OJT) is another method of providing meaningful learning experiences. This can be done safely only after the Initial Orientation Phase has been completed and the student has progressed to the Regular Orientation Phase. The student must have sufficient English survival phrases at his or her command. OJT is primarily for adult and high school ESL/LEP students.

## OPERATING PROCEDURES FOR THE CENTRAL LOCATIONS

The following are but a few operating plans or modes that may be suitable for your district:

1) The plan may include parents and children.

2) The plan may focus on specific groups of adults or children with differing needs—i.e., job vocabulary, school vocabulary, survival vocabulary, etc.

3) The plan may focus on adults or children separately.

4) The plan works best if the family unit is involved.

Education is a **family project** for students in Transcultural/Transitional Bilingual/ESL/LEP programs. The student, whether adult or child, is taught a new concept in class. The concept may be social, cultural, job-oriented or academic. No matter what the type of concept, it will then be taken back to the family unit and shared either directly or indirectly. As the concept is discussed and shared in the family unit, each participant is able to internalize individually and collectively while adding input via conversation of related experiences to which the new information is directed. For this reason, it is important that each lesson reflect and take advantage of the fact that the student will carry back information to the family unit. This "overlapping" can help the ESL student progress more rapidly.

In addition, it is critical that members of the family unit be involved in programming whenever and wherever possible. Strategies may include special classes and activities to which the family is invited as well as integral involvement of family members in advisory councils which will help determine the scope and direction of programming. This input is so critical that most funding sources require such involvement. If the entire family unit is exposed to the same concepts simultaneously, as was mentioned previously, faster progress can be made. Each member can contribute, reinforce and explain while utilizing the newly acquired vocabulary, concepts and information. What one member forgets, the other may remember. Basic information such as the survival phrases, new customs and attitudes of the ESL students and of the new community in terms of their role can best be communicated in this way. All of the new terms will provide a valuable springboard of vocabulary for listening, speaking, reading and writing in the new language. The ESL instructor who teaches the parents and children should look for opportunities to review previous lessons while cross referencing or "overlapping" subjects (with like terms) whenever possible.

Examples:

**Elementary Education** - using measurements in math of inches, feet, yards, cubes, squares, area or perimeter.

**Secondary Vocational Arts** - using similar measurements to build a large tool chest.

**Secondary Homemaking** - using similar measurements for a dress-making project.

If the lesson has been about job skills and the parents discuss the new information with their children, the children can learn the "key" words as new vocabulary. At the same time, the students will be gaining greater respect for why they are learning specific information. They will be able to retain the data and use it more quickly. Another lesson might be about various trade tools such as drills, power saws, etc. Home appliances may be new items to utilize while adding the names of them to their increasing vocabulary.

## OUTCOME BASED EDUCATION (OBE)

**Outcome Based Education** is a plan/program of instruction which has definite goals and objectives clearly stated so as to provide periodic evaluation in order to determine that the program is "one target" and is, in fact, doing that which it was designed to do—in other words, to get from point A to point B. Each instructor knows and understands how to follow the plan. With this in mind, any of the ESL programs discussed in this chapter can be successful as long as they have OBE at their hub.

# 4

# STUDENT ASSESSMENT

Effective and easy-to-use testing materials are a critical part of any ESL transcultural education program. This topic is discussed in depth in the following chapter.

It is important to know as much about a student as possible. This is especially so when referring to ESL/LEP students. We must not assume that there is no comprehension because there is no response. Therefore, an "intake assessment" or test must be performed.

The intake assessment (test) measures and evaluates the ESL/LEP student's ability or lack of ability to comprehend basic concepts in English and the native language at the time of being taken into the program during the Initial Orientation Phase. Sometimes it is referred to as the pre-test. It also assesses strengths and weaknesses as related to listening, speaking, reading and writing in English. It determines the Individualized Education Plan (IEP) that will best fit the student. A progress assessment of the concepts and academic areas tested and taught (via the IEP) as prescribed in the intake assessment is also made. This is the post-test.

This section will discuss specific academic or language areas which need to be explored when selecting a test instrument and the use of test results to determine the focus that will best suit the student.

The **Language Cultural Test Battery** is the most comprehensive test for assessment of ESL/LEP students due to its wide range applicability: grades K-12 and adult as well as 35 native languages and English.

**Intake Assessment Testing** will assess an individual ESL student's abilities and needs as related to:

1) Listening comprehension ability in English as it compares to listening comprehension ability in native language and the student's degree of bilingualism which will indicate the appropriate Lau Language Category of A, B, C, D or E. (See Chapter 1.)

2) The student's ability to respond to queries stated in English as related to native language phonological interference with English such as hearing or saying b for p, ga for k, d for t, etc.

3) Showing physical responses to verbal commands in English (TPR) as well as the student's degree of verbal fluency in English.

4) Showing the student's ability to encode, read and decode (comprehend) in English as well as his or her ability to transcribe spoken words (spell) in English.

In addition, the test should be able to provide data that will enable the instructor to diagnose and prescribe an Individualized Education Plan (IEP) for listening, speaking, reading and writing that will meet the needs of the ESL student and provide teacher insights for remediation and facilitation including in-service training sessions.

The teacher needs to know about the "ethnic backgrounds" of the ESL/LEP students. For example, many different groups are found in each of the three countries from which the Indochinese refugees come, such as:

Vietnam: Vietnamese, Ethnic Chinese, etc.
Cambodia: Cambodians, Ethnic Chinese, etc.
Laos: Lao, Hmong, Yao (Mien), Ethnic Chinese, Khmu, Lue, etc.

It should also be noted that all LEP students are not ESL students. All ESL students are not refugees or Indochinese. ESL students represent the languages and cultures of the entire world. There are LEP students who are dominant in English but are limited in their ability to read, write or speak properly. There are, in fact, more than 27,000,000 "functional illiterates" (both native born and immigrants) in the United States.

Educational backgrounds are varied. Some students have had no formal education in their own country. This applies to adults and children. Some formal education has been given to some, while others have had extensive formal education. Therefore, the degree of literacy covers a wide range from non-literate (in any language) to literate in native language and/or other languages.

English language proficiency and native language proficiency are related to the above as well as to low SES (Socio Economic Status). Low SES is frequently referred to as the "Culture of Poverty" which in some countries is viewed as a "caste" system disorder. Those who have the least facility with their language are usually among the lowest paid. This is true of most cultures with or without a "caste" system. Lower pay forces people to live in poorer housing and, in general, to have lower Socio-Economic Status than persons who are better educated and thereby earn higher wages.

## DESCRIPTIONS OF TESTING INSTRUMENTS

### THE LANGUAGE/CULTURAL TEST BATTERY

(See reference listing at the end of this chapter.)

**The Language/Cultural Test Battery** consists of three sections:

Section I - ***Boehm Test of Basic Concepts.***

This test may be administered to large groups. Test takers do not need to be literate. Pictures are marked with an "X" as directed in English and on cassettes in 35 languages. This test compares **listening** comprehension skills in English and the native language. It also determines Lau Language Categories A-E. Ordering information for the test forms and cassettes is on page 72.

Section II - ***The Donaldson English Language Proficiency Test (DELPT) With Reading Level.***

This test measures language arts skills in a series of subtests:

Test 1 - **Auditory Discrimination.** (May be administered to large groups.) This test shows native language phonological interference with English words and sounds.

Test 2 - **Listening Comprehension.** Tests the student's ability to give the appropriate physical responses to commands in English (TPR).

Test 3 - **Speaking Ability.** Shows how fluently the student responds to verbal questions in English. It may also be used for testing written expression in English. It shows areas of weakness in grammar, syntax, tense, person, etc.

Test 4 - **Basic Reading.** (Given in two parts.) Tests only decoding skills and basic phonics.

Test 5 - **Handwriting Skills.** (May be administered to large groups.) Sometimes this test is an indicator of problems related to visual acuity and memory or fine/gross motor difficulty.

Test 6 - **Spelling Skills.** (May be administered to large groups.) This test shows ability to correctly transcribe words at a primary level. It is also an indicator of native language interference such as transliteration where the student spells in English as the letters would sound in the native language. Examples: here = hir, do = to, when = guan, e = i, d = t, gu = wh.

Test 7 - **Quick Word Comprehension for Reading Grade Level.** This test shows how well the student comprehends words when reading from a list with no context clues. This test is an **IRI - Informal Reading Inventory.**

Test 8 - **Oral Reading with Comprehension.** (Reading grade levels pp to six.) This tests for comprehension recall skills. It also shows specific letters the student is mispronouncing which will interfere with reading comprehension (a form of transliteration). Example: y for j = yet for jet, i for e = this for these, the (voiced)/d = does for those, etc.

Section III - ***Transcultural Assessment Instrument (TCAI).***

This section measures the degree of cultural attitude and maintenance of the student. It consists of four parts, each of which is scored on a basis of points and percent scores, depending upon the student's responses. The parts are as follows:

Part 1 - **Language Dominance in the Home**

Part 2 - **Language and Reading in the Environment.** (This test also shows whether the student thinks in the native language before responding to English input.)

Part 3 - **Self-Concept**

Part 4 - **Foods and Customs**

Note: No parental release is required to administer this test.

For additional in-depth evaluation of the student's proficiency, the following tests are suggested:

1) *Bilingual Syntax Measure*
Marina K. Burt, Heidi C. Dulay and Eduardo Hernandez
Harcourt Brace Jovanovich, Inc., 1973

This test can be used to provide an overview of the student's knowledge of the basic structure of language (English and Spanish). Some districts use it for a preliminary screening device. It emphasizes measurement of the structure of words and how sound changes in words give different meanings. It also measures knowledge of meaning that is influenced by the order of words in sentences. This test is usually used for primary grades.

2) *Ilyin Oral Interview*, Donna Ilyin.
Rowley, Massachusetts: Newbury House Publishers, 1976.

Of the various skills involved in teaching foreign languages including English, speaking is the most complex. The same is true of testing. It is for this reason that few useful tests can be found which measure speaking ability. Thus, when such a test becomes available, it should be welcomed but also looked at carefully for its content, development and limitations.

Donna Ilyin's *Oral Interview* is a carefully designed set of materials to be used in measuring a person's ability to communicate English in a question and answer situation. This test is meant to be used for placement of beginning and intermediate level ESL students in adult, secondary and upper elementary school programs. Moreover, it can be used for diagnostic purposes by providing information about difficulties students have with the spoken language.

The test's two main advantages are that it does not depend on the student's ability to read or write English and that it requires only one examiner. The first is the result of the picture format the test uses and the second stems from its objective scoring system. The test is composed of a series of 50 questions and answers based on the sketches. There are two forms of the test called Bill and Tom (from the names of the main character in each sequence of pictures). The questions progress from simple to difficult (based on previous experience with the test), and there is also a 30 item version using a selection of the most discriminating items from the total. This version is meant for more advanced students.

3) *Language Assessment Scales, LAS*, 5th Edition, Forms A and B, Grades 2-12.
Sharon E. Duncan, Ph.d. and Edward De Availa, Ph.d.
Published by Linguametrics Group, 1985, 1986

The *Language Assessment Scales (LAS)* identifies limited or non-English-speaking children who either need or could benefit from these programs. But in reality, the best use of this test is to aid the classroom teacher in identifying language problems and provide LAS activities which can be utilized to correct deficiencies. Each test item is cross-referenced with recommended activities. In this respect, this test is a useful diagnostic-prescriptive tool. Its goal is to assess the student's capabilities in what the authors label as the four primary subsystems of language: phonemic, referential (lexicon), syntactical and pragmatic (the use of the language).

## REFERENCES

*Boehm Test of Basic Concepts*, Copyright 1967, 1970. The Psychological Corporation, New York. Used by permission.

*Transcultural Assessment Instrument (TCAI)*. Judy P. Donaldson, Salt Lake City, Utah. Copyright 1976, revised 1977. *The Donaldson English Language Proficiency Test (DELPT)*, 1981, 1987. (See Appendix D.)

# 5

# INSTRUCTIONAL FOCUS

**Instructional Focus Goals** as related to Lau Language Categories A-E are listed below as samples as a way to simplify what level is suitable for a specific method or subject of instructional focus. In other words, the student needs to be in one of the categories that are listed for the particular lesson or topic that is being discussed or used as an example in this text.

- **Orientation Information** (Categories A, B and C) - elementary, junior, senior and adult levels.
- **Survival/Coping** (Categories A and B) - elementary, junior, senior and adult levels.
- **Initial Employment** (Categories A, B, C, D and E) - senior and adult levels.
- **Basic and Formal Skills Training** (Categories A, B, C, D and E) - elementary, junior, senior and adult levels.
- **Upgrading Employment** (Categories A, B, C, D and E) - senior and adult levels.

Remember, the Initial Orientation Phase is the time when the students know only the native language. This phase is of the shortest duration, the first weeks or months after arriving in the United States. The orientation phase may last up to three years. During this phase, the ESL/LEP students pass into Language Categories B and C as they progress in fluency.

**ESL Survival Instructional Focus**

The following are often used in the Initial Orientation Phase classes (Category A):

- native language translatory cassettes and video tapes
- written information in English and native language
- a native language speaking translator, as well as an English speaking ESL instructor.

(See Appendices A and B which contain an introduction to methods and materials as listed in the **ESL Step Charts** and the **Materials Guide Catalog.**)

Some of the Instructional Focus listed is more suitable for adults and senior high school age students. Other portions could fit all age groups, depending on content and context.

**ESL Literacy Instructional Focus**

The ESL Literacy Instructional Focus is used during the Initial Orientation Phase to explain as much as possible in Native Language and English (Category A). Survival words and phrases are spoken and read, for example, "stop," "danger," "poison," "food," "water". More English and

less native language are used in the Regular Orientation Phase. Students are Category B and some Category C levels. All English is used for bilingual (Category C) students during the Regular Orientation Phase.

The **Step Charts** list systematic progression in four components: Listening, Speaking, Reading and Writing. (See **Step Chart** details in Appendix B.)

**ESL Basic Skills Instructional Focus**

1) Communication skills required in normal daily interaction in the United States are skills such as:

   - addition, subtraction, multiplication, division;
   - using a ruler or yardstick, measuring cup, scale and other instruments of measure;
   - understanding distances, weight, prices, time-telling and their relationships.

2) Being a "good citizen" requires students to understand these consumer/environmental terms and be able to utilize them for normal daily living in the United States:

   - Personal information
   - Housing
   - Communications
   - Shopping (essentials, non-essentials)
   - Taxes
   - Health
   - Emergency measures
   - Money/credit
   - Transportation
   - Community Resources
   - Insurance
   - Skills needed to satisfy federal/state/local requirements for education/ employment, citizenship

3) Extent of English used for instruction:

   - Initial Orientation Phase only: explain as much as possible in native language and English for Category A students.
   - Use English and some native language during Regular Orientation Phase for Category B and some Category C students.
   - Use all English for bilingual students (Category C) during the Regular Orientation Phase to teach Basic Skills related but not limited to: listening, speaking, reading, writing, math, commerce, vocations, etc.

   (See Step Chart details in Appendix B and **ESL Materials Guide Catalog** in Appendix A.)

**ESL General Vocational/Occupational Instructional Focus**

ESL General Vocational/Occupational Instructional Focus provides the student with the language and skills necessary for getting and keeping a job. It gives an orientation to the American job market, expectations about work in the U. S., the ability to deal with the application and interview process without extensive assistance and with work-related interpersonal interactions. ESL/General Vocational/Occupational Instructional Focus is for students who desire or have the ability to get, keep or advance in a job.

ESL General Vocational/Occupational Instructional Focus may include but not be limited to:

Language skills with an emphasis on:

- Pronunciation
- Aural (listening) understanding
- American idioms
- Informal language use
- Classroom and general "school" vocabulary

Occupational skills and information such as:

- Job finding/seeking
- Interviewing
- Filling out applications and forms
- Career explorations
- Employer expectations
- Employee rights and responsibilities
- Salaries and fringe benefits
- Assessing marketable skills
- Interpersonal relationships in a work setting
- Cultural work norms
- Giving and taking instructions
- Test taking skills

Present the information to the students according to their Language Category grouping:

- During the Initial Orientation Phase **only**, explain as much as possible in native language and English (Category A).

- Use English and some native language during the Regular Orientation Phase (Category B).

- Use all English for bilingual students during the Regular Orientation Phase (Category C).

- Use all English films and videos for on the job training (OJT).

Knowledge of specific vocabulary and terminology is often necessary to perform in specialized fields of employment. Hence, the inclusion of **ESL Occupation-Specific Instruction**.

ESL/Occupation-Specific Instruction may include, but not be limited to, specific understanding, speaking, reading and writing skills needed to succeed in a particular job. Areas typically covered are: safety language, asking and answering work-related questions, explaining problems with work or machinery, reporting of work done, understanding and giving instructions, making requests, obtaining information and conversing on the job. Occupation-specific vocabulary refers to terminology used in such jobs as dental assistant, cafeteria worker, auto mechanic, hospital orderly, engineer, etc.

Students who complete ESL/Occupation-Specific Instruction should be able to communicate on the job in the specified occupation for which training was given (Category C and some Category B).

ESL/Occupation-Specific Instruction works best when offered in conjunction with occupational training or employment. (Categories A-E). Sometimes this is referred to as OJT, on the job training. What a person does not understand by hearing may be understood by seeing/touching/doing after someone has modeled the desired behavior or response.

Institutions should be ready to adapt vocational instruction to limited English speakers (Category B and some Category C). Because there is a general lack of ESL/LEP Occupation-Specific Instruction materials, institutions should be prepared to do extensive analyses of the language used in each occupation. ESL/Occupation-Specific Instruction requires extensive coordination and contact between vocational instructors, ESL instructors, job counselors and employers.

The term **specific** has the connotation of **highly** skilled terminology, i.e., medical, legal, technical, etc. (Category C). The students use mostly English minimal native language. This **specific** vocabulary is for the Regular Orientation Phase students (Categories C-E). Students who use all English (Categories C-E) do well. Students who use all English could use films, videos and OJT (Categories C-E). (See **ESL Step Chart Component Guide**, third and fourth components, Step VI, Appendix B.)

**ESL Health and Home Management Instructional Focus**

During the Initial Orientation Phase only, explain as much as possible in native language and English.

- Cover items such as budgeting, paying bills, shopping, banking, and nutrition for Category A students.

- Use English and some native language in spoken and written material for Category B students.

- Use all English for bilingual students (Category C) when teaching health and home economics classes including videos, films, appliances, etc.

# 6

# INTRODUCTION TO A TRANSCULTURAL EDUCATION MODEL

## INITIAL COMMENTS ABOUT COMMUNICATION

### I. Self-Expression

Communication is an individual's way of expressing, "I want, I need, I think, I feel." Secondary is: "You want, you need, you think, you feel." Concern for you, he, she or it comes only after **I** and **you** have been taken care of. This is basic to survival: **I** am first.

There are eight personal communication components of language—**Listening, Speaking, Reading, Writing, Touching, Seeing, Smelling and Tasting.** These components will be discussed in the order given. Where applicable, examples of various situations involving the Lau Language Categories A, B, C, D or E are used for clarification.

#### Listening

The listening vocabulary is the largest. It is the first acquired (Category A). Think of a small child who does not speak but can respond with appropriate behavior on command. For example: "Bring me the ball," "Come here," etc. This is how TPR, Total Physical Response, is shown. New vocabulary for ESL/LEP students is related to familiar terms in the native language if there is no graphic means of explanation and no translator available (Category A or B). We learn by association. For example, if I know that five is one number greater than four when I hear the word, I can, by association, comprehend cinco as meaning five when someone says "cinco," writes 5 and shows 5 fingers, toes, etc. Often, ESL/LEP students will understand much of what is spoken around them. Due to many factors, they may not have verbalized the new language—at least not in public. This is similar to the example of the young, non-verbal child who does not speak but gives proper physical responses to verbal commands (Category A and some Category B).

#### Speaking

Speaking begins when the listening vocabulary is sufficient enough to verbalize (Category B). Again, think of the young child who says, "wan, wa, wa." (I want water.) The words are not always pronounced correctly and the syntax may be awkward, nevertheless, the message was spoken and understood! This is a real sign of progress.

#### Reading

Reading usually begins when one becomes aware that the "strange marks" on papers actually "speak" without sound. That awareness must include the skill called "decoding"—the ability to translate into comprehensible meaning that which was read ("encoded") from the printed text (Categories A-E). Exceptions are some adults or older students who are well educated in their first or native language. These persons will sometimes be able to read the second language,

but may or may not understand what they hear and may lack the ability to speak it. A good example would be an adult whose native language is English and who speaks no other language. This person can, by careful study, learn to read, write and understand Chinese—if there are printed translations for the words in Chinese and English.

**Writing**

Writing usually takes place when the student learns how to "encode" or transcribe the spoken word (Categories A-E). Exceptions would be those as described under **Reading.**

**Touching**

Touching is a form of physical communication. The tactile (touching) approach to learning is a good way to reinforce new concepts. The greater number of the five senses that are used when learning anything improves retention of the data, due to more sensual stimulation being sent to the various parts of the brain that receive input data from each of the five sense receptors: eyes, ears, nose, mouth and body (touching/feeling). Some people are verbal, aural, visual, tactile (or any combination of the above) learners. Some cultures are more "touch" oriented than others with relation to personal, physical contact. Some like it. Some loathe it! Most do not like to be touched on the head for many reasons, some of which are religious, other cultural or personal deference to this contact.

**Seeing**

Visuals are excellent reinforcers. "A picture is worth a thousand words"—especially if the ESL/LEP student does not understand the words. This concept was discussed in component one, in reference to learning by association and in using the example of the number five (Categories A and B, some C, D and even E). We must have a means of understanding or relating to the message in order to conceptualize, internalize and utilize the input data.

**Smelling and Tasting**

Smelling and/or tasting familiar scents or flavors can communicate messages that cause memory to be stimulated. Unfamiliar ones do likewise. These reactors may bring about positive or negative responses.

**II. Second Language Acquisition and Facility Usually Progress in the Same Manner as When Learning the First Language.**

The ESL instructor should observe how a pre-verbal child sounds when beginning to speak. The child may make noise to attract attention. A baby cries. Someone responds to the infant's cry. A command is given, "Get the ball." The child gets the ball. The child has not spoken, but responds physically. This is an example of TPR (Total Physical Response). As a young child begins to talk, the words may not be more than close approximations, e.g., drink may be "dre" or "drin." Cat may be "Ca." These inaccuracies are acceptable and expected. Likewise, as words are linked, plurals, tenses and other forms of "agreement" are usually absent or used improperly, e.g., "car go," "boy shoe," etc. Perfection comes as the child has favorable experiences in communicating and thereby starts talking more frequently. ESL/LEP students gain facility and familiarity with the second language via listening, speaking and eventually reading and writing, the same as is done by a young child who is learning his or her first language.

## CHILD ORIENTED METHODS

There are many special considerations that should be taken into account when teaching young children English as a Second Language. The following are worth noting: The more you involve emotion and physical activity in teaching language, the more easily language is learned. All lessons are more effective if real things are manipulated and talked about. It is best not to deal with abstract concepts on a beginning level. For young children, activities could change every ten to fifteen minutes or at any appropriate break within the lesson.

## APPEAL TO THE SENSES

### Ears and Eyes

Always conduct sound saturation and repetition practices using a visual aid or an action whenever possible. Remember, if the child can't hear a sound, he won't be able to produce it.

### Voice

Practice a pattern many times for Sound Saturation. Using sounds in meaningful patterns is preferred to practicing sound in isolation. Although the teacher can over-emphasize syllables in words that contain difficult sounds for the children to say, when conducting individual and group practice, words should always be spoken in patterns at a normal rate of speed. After the difficult sound is practiced several times, it should be put back into context immediately. Example using th: **Th**ese are **th**e **th**ings **th**at I want. **Th**ank you for getting **th**em for me.

### Touch and Movement

Involve students as often as possible in activities that involve movement. Toss items such as a toy, a ball, a bean bag, keys or an eraser to cue an individual child's response, using dramatization or role playing whenever possible. Let children play the part that emphasizes the key structures in a lesson. Offer as much time as possible for the children to speak. Don't monopolize the spoken content of the lesson. Creative Dramatics are effective in teaching whole concepts, stories, etc. Actually act out the story, using the students. It's fun. The following are some helpful suggestions for effective learning that the child should be doing throughout the lesson:

1) While **pointing** to a picture, **repeating** what it is.

2) While **holding** a picture of a particular thing, **repeating** and talking about it.

3) While **holding** the actual object, **repeating** and talking about it.

4) While **passing** the object from one student to another, **repeating** what it is and discussing characteristics about it. (It is soft; It is hard; It is round, etc.)

Remember, the more the five senses are involved in any learning activity, the more learning comprehension and retention are enhanced.

## ESL LITERACY TRAINING

ESL Literacy training involves the following pre-reading skills:

1) The students learn alphabet letters and numbers (identification of symbols).

2) Basic vocabulary and grammar are suited to the needs of the students until control in listening and speaking is established.

3) The students need to be able to identify the sounds of the alphabet letters (phonics) in order to comprehend word meaning and to spell correctly (Categories A-E).

4) The students need to be able to associate the spoken word or letter and letter blends with the way they are written and learn word attack skills in order to begin reading basic words and sentences (Categories B-E).

5) Writing generally occurs last. The students usually begin by writing basic words and then sentences (Categories B-E).

**Consideration must be given to the degree of prior education or lack of it.** The ESL/LEP student may be literate or pre-literate in his or her native language and/or English (Categories A-E). Many factors must be considered other than the country of origin or age of the student; systems of caste, war, high mobility and poverty are but a few.

**Consideration must be given to the direction and the type of writing with which the student is familiar**—such as Romanized alphabet, Sanscrit form, Chinese form, etc. A student who already uses a romanized alphabet with left to right progression probably will learn to write English faster than one who uses Sanscrit form and who writes from right to left (Categories A-E).

**Consideration must be given to syntactical differences peculiar to the native language vs. English.** This is an area where a native speaking translator is extremely helpful to the ESL/LEP student and to the English speaking ESL instructor. (See: Chapter I, "Duration of the Regular Orientation Phase.") Example: A student whose native language is Navajo would say, "Tomorrow mother going I see." Rather than, "Tomorrow I'm going to see my mother," (Category B and some Category C). The student is thinking in the syntax of his or her native language while using English words for speaking. This is an example of code switching.

**Consideration must be given as to the age of the ESL student.** Persons who learn a second language prior to age 10 years have less difficulty with "Native Language Accent." After the age of 10 years, the tongue gets "set" in certain "ruts" of sound habits. There will be some first language sounds that often "spill over" into the second language—especially if the speaker is nervous or excited. For example: yes=jes, this=dis, good=goot, shirt=surt, right=light, we=vee, etc. Prior to age five years, a child can learn up to five languages at the same time. The child does not have set rules about syntax or grammar use. The young child is less inhibited and tries to speak—at any cost. The auditory receptor portion of the brain is keenly alert during this phase of life for the very purpose of creating a vocabulary bank to enable communication. (See Bibliography, *The Transcultural Picture Word List*, Vols. I and II. Syntax variant and phonological interference information is included for 33 languages as well as Dolch Word Lists, letters to parents and a 600 word-picture dictionary.)

## ESL LITERACY COMPLETION

Students who complete basic ESL Literacy should be able to do the following tasks as listed for their language category:

- recognize and match similarities and differences in letters and words (Category B).
- arrange letters and words in appropriate sequence as well as recognize the words and sentences already practiced in listening and speaking (Categories B and C).
- distinguish differences in sounds and produce the sounds (Categories A and B).
- say, read, write and spell words at a basic level such as the Dolch word list (Categories B-E).

The tasks as listed are basic to literacy and must be mastered in order to be able to comprehend what is read as well as to write what is spoken. That is the reason Categories D and E are also included.

NOTE: There are more than 27 million "functionally illiterate" adults in the United States. Many of them are native born speakers of English (E Category). Their illiteracy is due in a large part to lack of mastery of the basic "keys" of literacy as listed in this last section.

# 7

# COMPONENTS FOR A TRANSCULTURAL EDUCATION MODEL

This chapter summarizes topics previously addressed in chapters one through six. Its purpose is to enable you to incorporate that data into the framework for building your Transcultural Education Model.

**A well trained staff** that is familiar with teaching basic skills is of prime importance. Many secondary teachers lack strength in this area since, traditionally, it was believed that their students would have learned the alphabet, sounds and basic skills. Staff members who are instructing in English must speak **distinctly** so there will be a good model to follow. The variety of languages that are spoken by the staff are added assets and resources. However, if the staff members who teach English do so with a "thick tongue" and are incapable of differentiating between an unvoiced final th (with) and f (wif), the student who is of the same language group as the instructor (Spanish, Vietnamese, Tongan, etc.) will not realize that there is a problem. This problem is referred to as Auditory Discrimination or Native Language Phonological Interference. The student will continue to hear the vocabulary of the second language with the "phonics" of the first one. This causes poor listening comprehension and later, transliteration or writing with the phonics that are familiar in the first language. Example: ship=sheep, yellow=jellow, want=guan, but=put, light=right, etc. This also causes poor reading comprehension because the wrong usage is being "visualized" in the decoding process, e.g., a ship becomes a sheep. Therefore, the sheep is in the water—not the proper concept of a boat. (See Vols. I and II of the *Transcultural Picture Word List* for additional information concerning these two problems as they relate to 33 languages.)

**A sufficient budget** is needed to obtain a well qualified staff, to procure materials and equipment and to ensure viability of the program. **A specific housing plan** is important. Some districts may have one or several locations that are used as "Port of Entry Schools." Various modes have been discussed previously as options. Select a site with ample room for expansion of your program that will allow for more flexibility of groups: their ages, hours of availability, etc. Access to public transportation is important as many of the adults will not have cars.

**A definite plan of delivery** is needed in order to set and achieve your specific ESL performance goals and objectives. Will the program be for elementary students only, or will it combine all students and perhaps even parents?

**Definite ESL performance goals and objectives** are needed. The use of scope and sequence **Step Charts** or an equivalent device will be helpful in preparing lessons and supporting the design of the delivery plan. This also helps in monitoring student progress and assuring that your program is "on target" with regard to specific intent and that it agrees with what was stated in your proposal. A strong resource "bank" of supporters such as parents and social or civic persons is useful. When and where available, use university undergraduates in education programs to save costs. Many universities require service in the field as part of class work. The State

Board of Education is usually the best resource as they have access to listings of sources for funding, training, evaluation and agencies who may be able to provide some emergency translation when needed.

Have some sort of materials guide catalog from which to "prescribe" materials suitable for the IEP (Individualized Education Plan) for each student. The following suggestions are listed as a guide. They refer to samples in Appendix B.

As the ESL student's facility with English improves, he or she may be working on several parts of **each** of the **four** components: Listening, Speaking, Reading and Writing, simultaneously. See **Step Charts**, Appendix B.

## THE IEP - INDIVIDUALIZED EDUCATION PLAN

Knowing how to develop and implement an IEP will help program directors and teachers. Individualized Education Plan (IEP) as used in this text does **not** refer to students who are participants in Special Education programs. It means that the Limited English Proficient (LEP) students specific needs have been diagnosed, and a specific plan for meeting those needs has been prescribed.

**Use a suitable test instrument.** Pre- and post-testing is a must! Persons who administer the test must understand how to use the test—**before** administering it. The pre-test will evaluate ability, strengths and weaknesses, and the post-test will monitor progress. It will also enable the student to have an IEP that will make learning more meaningful.

**Select a test. The Language/Cultural Test Battery**, which includes the *DELPT* (*Donaldson English Language Proficiency Test*), has been used in this model. (See Appendix D.) Other tests may be substituted according to the needs of the students and the scope of your program.

**Administer the test.** This will be the pre-test. It will show the student's entry level ability. It is the first test before entry into the program. Post-testing is done later to measure progress and to see that the student's IEP is appropriate.

**Analyze the test results (diagnose).** The test will give you information as to the specific letters and concepts the student may not understand. It will provide an accurate data base that will enable you to know just what to prescribe in the IEP.

**Prescribe the specific materials** from the **ESL Materials Guide Catalog** that will best address the needs of the ESL student (Appendix A). When establishing an **ESL Materials Guide Catalog**, consider the materials currently on hand in your district's media center. There are many books and materials, other than those listed in this model, which are suitable. These materials have been listed as a partial sample of what is being used in one district. You will notice that the **ESL Materials Guide Catalog** even shows the level of ability that the student needs to have in order to comprehend and be assigned materials commensurate with his or her ability. Interest and age level suitability are also included.

**Implement the methodologies** as listed in the **ESL Step Chart Component Guide** for Listening, Speaking, Reading, Writing, K-12 + Adult. (See Appendix B.) **Step Charts** are so named because each of the four components have six steps which provide guidelines for testing criteria to monitor student progress.

When using the **Step Charts**, it is **not** necessary to complete all of one page in any section before going to another page or section. For example, an ESL student may be working toward mastering the concepts in component 1, **Listening Skills**, while **at the same time** working on concepts in component 2, **Speaking Skills**.

When the ESL student has completed the Orientation Phase of the ESL training (this can take up to three years), he or she will have demonstrated competency—as listed in the **Evaluation for Each of the Steps** for all four of the Step Chart components: Listening, Speaking, Reading and Writing. (See **Step Charts**, Appendix B.)

The **Scope** of the **ESL Step Chart Component Guide** ranges from preliterate and/or nonverbal in English to literate and verbal fluency in English. Its use is K-12 and adults.

The **Student Progress Chart** is helpful. It allows the teacher to keep an accurate account of when and what materials or lessons have been covered. It also can show topics mastered and specific comments about lessons which need review. When designing your **Step Charts**, you may want to have the **Student Progress Chart** printed on the back of each page of the **Step Charts**. That way, everything will be together in a neat package. However, due to the length of time it may take to complete everything in the four components of the **Step Charts** (up to three years), you may want to keep the **Student Progress Charts** as separate, single pages or printed on the front and back sides of the page to avoid waste. (See Appendix B for samples.)

In conclusion, plan well. Keep OBE (Outcome Based Education) at the hub of your plans. This will insure that your program has specific goals and objectives and the means of assessing that the proper methods are being implemented to assure the successful progress and mastery of vital educational skills.

# APPENDIX A

# SAMPLE MATERIALS GUIDE CATALOG

## INTRODUCTION

The purpose for having an **ESL Materials Guide Catalog** is to help program directors organize and inventory their materials into a meaningful and useful working resource library. By setting up such a system, money can actually be saved because previously acquired and sometimes even "obsolete" materials can be "discovered" for the first time. This is especially true when, as a result of such a survey, these materials are viewed from a new perspective other than that for which they were originally intended. This type of grouping and categorizing will also provide a valuable framework of reference when training aides and/or teachers of ESL/LEP students.

This type of materials guide catalog graphically leads you to materials specifically suited for certain age groups by 1) interest levels, subject or concept, 2) Lau A, B, C, D and E language category ability, 3) cultural suitability, 4) intensity of specific use applicability and 5) the necessary reading comprehension grade level required in order to use the material. The following sample pages should help you to develop a workable system that will enable your district to provide the best possible educational opportunities for your Transcultural/Transitional ESL/LEP (and other under-achieving students) in elementary, secondary or adult education classes.

## EXPLANATION OF CODIFICATION CATEGORIES

1) **Grade Level (Reading Level).** This refers to the reading difficulty of the material according to grade level. Abbreviations are as follows: PP=Pre-Primer, P=Primer, and numbers are used according to grade levels of difficulty. This does **not** mean that this material is **not** suitable for students older than the grade level indications (see "Age Level Suitability"). It means that the student needs to be able to comprehend at the level specified for the material selected for his or her use.

2) **Age Level Suitability (Interest Level).** This category is divided into four levels of suitability: elementary (E), junior (J), secondary (S) and adult (A). The elementary level indicates that not only is the reading on an elementary level, but that the subject matter and the manner in which it is handled would not be suitable for students above the elementary age.

The junior and secondary levels indicate that the material, whether at an elementary, junior or secondary reading ability level, is of high interest or represents subjects that would be suitable for use with junior and secondary students. Some of the materials, though not of particularly high interest, have merit for specific academic needs that would make them useful for secondary students of low language and/or reading level ability.

The adult suitability level indicates that topics (or people representations) suitable for adults are included within the material. However, again, some materials may not reflect this type of subject matter, but would still be suitable due to the low language and reading ability level.

3) **Cultural Concepts.** Items which have this category checked display attributes of the actual culture of those people who are represented, and do so in a positive, constructive manner. They are materials which would make students from such cultures feel good about their culture and would promote good feelings about the culture to students of other backgrounds.

4) **Multicultural Suitability.** Those items which are marked "X" as multiculturally suitable represent people of other races or cultures within their context and do so in positive and constructive ways. The race or culture specifically represented in the material is marked under "cultural suitability." This does **not** necessarily mean that this material would **not** be suitable for the other cultures listed, but means that it would be especially good for use with students of those cultures marked. "XX" means that the activity is highly recommended for the particular study, for example, phonics or speaking. Also, those materials which by their nature reflect no culture specifically (such as word flash cards, etc.) or are good enough in their subject matter without reflecting any cultural biases are marked "S" (suitable) in this space.

   The criteria by which the multicultural suitability has been judged are as follows:

   - Does the material present people of cultures other than Caucasian middle class?
   - Does it present these people in positive and constructive ways: not in stereotypical roles, but in a variety of roles?
   - Specifically, what cultures are portrayed?
   - Are there more than one or two portrayals of this culture?

Those materials which are specifically not suitable for multicultural use or for a specific group have been marked "No." Those materials which really do not reflect any particular group and which really are not biased are left blank.

5) **Language Level Suitability (*DELPT* Scale).** This section categorizes materials according to the level of English mastery of bilingual or multicultural students. It is based upon the *DELPT* (*Donaldson English Language Proficiency Test*) scale developed by the author in accordance with the "Lau Remedies" determined by the Lau-Nichols legislation. These categories are as follows:

   A: 0-59% (Non-Proficient Level). Student is a monolingual native language speaker.

   B: 60-79% (Transitional Level). Student knows mostly native language and some English.

   C: 80-100% (Proficient Level). Student is bilingual.

   D: Student is proficient in English, but scores 60-79%, Transitional (Category B), in the presumed native language.

   E: Student is proficient in English but scores 0-59%, Non-proficient (Category A), in the presumed native language. Therefore, the student is Monolingual English speaking.

6) **Helpful for New or Non-TESL Teachers.** This category denotes materials which are especially good in guiding new teachers or those teachers not familiar with methods in Teaching English as a Second Language (TESL). These materials include teachers' manuals and reference materials as well as student materials written especially for ESL students and utilizing appropriate methods.

7) **"Kit" through "Teacher Use Only."** These categories are self-explanatory for the most part. They give information on what kind of material it is and for what areas of language development each item is specifically designed.

| ESL MATERIALS GUIDE CATALOG<br>TITLE | Grade Level (Reading Level) | Age Level Suitability (Interest Level) | Cultural Concepts | Multicultural Suitability | Cultural Suitability: Asian | Black | Mexican | Native-American | Other | Language Level Suitability (DELPT scale): Level A | Level B | Level C | Level D | Level E | Helpful for New or Non-TESL Teacher | Kit | Book | Game | Reading | Phonics | Language Skills | Writing Skills | Grammar | Basic Concepts and Orientation in Space | Auditory Discrimination and Listening Skills | Pictures | Consumable: No | Consumable: Yes | Spelling | Speaking | Vocabulary | Teacher use only |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dolch Consonant Lotto | PP | E | | S | | | | | | XX | X | X | | | | | | X | X | X | | | | | X | X | X | | | XX | XX | |
| Dolch - Group Sounding Game (3 Games) | 2+ | E J S A | | S | | | | | | XX | XX | X | | | | | | X | | XX | XX | | | | XX | | X | | X | XX | XX | |
| Dolch Group Word Teaching Game | 1.0–2.0 | | | | | | | | | | | | | | | | | X | X | | X | | | | X | | X | | X | X | X | |
| Dolch Hardback Books | 1–4 | E J S A | | XX | X | X | | XX | | X | | | | | | | X | | X | | | | | | | X | | | | X | X | |
| Dolch Picture Word Cards | P–2.0 | E J S A | | S | | | | | | XX | X | | | | | X | | | X | X | X | | | | X | X | X | | X | XX | XX | |
| Dolch Puzzle Book #1 | P–1.5 | E | | No | | | | | | | X | X | | | | X | | | | | | | | | | | | X | X | | X | |
| Dolch Puzzle Book #2 | 1.5–2.5 | E | | No | | | | | | | X | X | | | | X | | | | | | | | | | | | X | X | | X | |
| Dolch Read and Say Verb Game | 2.0 | E J S A | | S | | | | | | | XX | X | | | | | | X | X | | XX | XX | | | X | | X | | X | XX | X | |
| Dolch Sight Phrase Cards | 1.5 | | | | | | | | | | | | | | | X | | | X | | X | | | | | | X | | | XX | XX | |
| Dolch Vowel Cards | 1.0 | E J S A | | S | | | | | | XX | X | | | | | X | | | X | XX | | | | | X | X | X | | X | X | X | |
| Dolch Vowel Lotto | PP | E J S A | | S | | | | | | | X | X | | | | | | X | X | X | | | | | X | X | X | | | XX | XX | |
| Dolch - What The Letters Say - A Beginning Phonics Game (4 Games) | P | E | | S | | | | | | X | XX | X | | | | | | X | | XX | XX | | | | XX | X | X | | | XX | XX | |
| *Driver's License Survival Vocabulary* Janus Book Publishers | 5.0+ | J S A | | | | | | | | | | X | | | X | | X | | X | | | | | | | | X | | X | X | X | |
| *English Around The World*, Scott Foresman & Co. | PP–5.0 | E J S A | | X | | | | | X | | X | X | | | X | | X | | X | X | X | X | X | | X | | X | | X | X | X | |
| English in Situations (1 Copy) | 6+ | E J S A | | S | | | | | | X | XX | X | | | | | X | | X | | XX | XX | XX | XX | | | X | | | XX | X | X |

# APPENDIX B

# ESL STEP CHART COMPONENT GUIDE

For Listening, Speaking, Reading and Writing for K-12 and adult students who are preliterate and/or nonverbal in English, to literate and verbally fluent in English.

## INTRODUCTION

The **Step Chart Guide** is divided into four components in the order by which language usually develops: Listening, Speaking, Reading and Writing. Each of the four components has six steps, each of which is more difficult than the previous one. That is why it is called a **Step Chart Guide**. It literally guides the educator, step by step, with suggestions for determining mastery of each step.

It is not necessary to complete all six steps in component 1 before starting steps in component 2, 3 or 4. Depending on the age and ability of the student, progress as rapidly as possible while assuring mastery and comprehension at each step. Example: a student may be working on component 1, **Listening to verbal commands in English** and giving the appropriate physical response. At the same time, however, the student may be working on concepts and tasks in component 2, **Oral Language Skills** and/or component 3, **Reading Skills**; or component 4, **Writing Skills**. Under "Date Completed:_____", leave blank until the student has satisfactorily demonstrated competency.

Also included in Appendix B is a **Student Progress Chart**. The **Student Progress Chart** is useful as a daily record of specific assignments. It shows at a glance a summary of student accomplishment and areas that need to be reviewed or strengthened.

## ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH

**1st Component: Listening Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| (A & B Category Students)<br><br>Step I - Student will listen to verbal commands in English and give appropriate physical response. Pre-literate, non-graded level. (Use pictures, concrete objects, gestures, Peabody kits, etc.)<br><br>Step II - Student will listen to verbal commands or instructions in English and give appropriate physical responses. Pre-literate, non-graded level, various books and the DLM kits.<br><br>Step III - Student will discriminate difference in vowels in minimal word pairs. P.P. level materials.<br><br>Step IV - Student will discriminate difference in initial consonants and blends. P.P. level.<br><br>Step V - (C Category students) Student will answer simple recall questions using English. P.P. level materials.<br><br>Step VI - (C Category students) Student will answer simple recall questions and/or retell a short paragraph using English. | Many of the D.L.M. and other P.P. materials will be useful.<br><br>Step I - Basic "school" commands will be given in English. Ex.: Line up; Raise your hand; Stand up; Sit down; etc.<br><br>Step II - Teacher will ask questions (in English) such as: Where are your arms? Where are your eyes? (Continue in this manner with body parts, colors, days of the week, numbers, etc.)<br><br>Step III - Minimal word pairs such as: Map, Mop, Bat, Bet, But, etc., will be said to the student in English. *The PD's Pronunciation Drill for Learners of English.*<br><br>Step IV - Student will listen to word pairs to see if they are the same sounds or different. Ex: Light, Right; Thick, Tick. *Pronunciation Contrasts In English.*<br><br>Step V - Student will listen to a short story or paragraph in English.<br><br>Step VI - Student will listen to a short story in English and/or Native Language. | Step I - Student will perform successfully the activities as requested.<br>Date Completed:_____<br><br>Step II - Student will give the appropriate responses to verbal commands as requested.<br>Date Completed:_____<br><br>Step III - Student will give correct response, i.e., the word sounds different or the same.<br>Date Completed:_____<br><br>Step IV - Student will give appropriate response as done in Step III.<br>Date Completed:_____<br><br>Step V - Student will give proper response in English to simple recall questions.<br>Date Completed:_____<br><br>Step VI - Student will give correct response in English and retell a short paragraph in English.<br>Date Completed:_____ |

## ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH

**2nd Component: Oral Language Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| Step I - Student will learn the names and sounds of the alphabet in English. Pre-literate. P.P. level. | Step I - Student will repeat the proper sound and letters as pronounced by the tutor. Game from **ESL Materials Guide Catalog**: *Dolch – What The Letters Say-A Beginning Phonics Game.* | Step I - Teacher will say a letter. Student will say the correct sound or sounds for the letter. Tutor will say the sound. Student will say the letter(s). Date Completed:_____ |
| Step II - Student will demonstrate by verbal response the ability to use new words. Pre-literate. "This is a ball." "What is this?" "This is a ball." | Step II - Student will repeat patterned phrases or instructions as presented by the tutor in English and/or the Native Language. Ex.: "This is a ball." "What is this?" "This is a ball." Bibliography references: "Survival Communication Instruction . . . LEP," "ESL Curriculum and Inservice Training," and "Functional English as a Second Language for Adults". | Step II - Student will choose or will be given an object. Student will name and use the object in 5 or more patterned sentences. Date Completed:_____ |
| Step III - Student will be able to describe a pictured situation in English. Pre-literate. | Step III - Student will look at a Peabody Kit Card (Kit III) and/or a card from Goal Kit or Language Big Box and describe what the pictures are about. | Step III - Student will explain sufficiently the main concept that is pictured. Date Completed:_____ |
| Step IV - Student will be able to correctly name objects with emphasis on vowels. | Step IV - Pictures or objects will be looked at. Tutor will point to the object and student will pronounce the name. Ex.: "Pin, Pan, Pen." | Step IV - Student will pronounce correctly at least 10 names of objects or pictures. Date Completed:_____ |
| Step V - Student will tell a short paragraph or story in English. (Using familiar materials). | Step V - Teacher will tell a short story to student in English and/or Native Language. | Step V - Student will retell the story in English. Date Completed:_____ |
| Step VI - (C Category students) Student will describe an object using English. | Step VI - Student will select an object and describe it in English. | Step VI - Student's description will include at least 5 comments about the object. Ex: Shape, Size, Color, Use, Texture, Composition, Value, Origin, etc. Date Completed:_____ |
| **Goal Box** - picture cards; **Language big box** - classification of cards, people & things; **Concrete objects** - pears, apples, cards, pencils, etc. Pre-literate to P.P. level. | | |

## ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH

**3rd Component: Reading Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| (A & B Category Students)<br><br>Step I - Student will learn to encode and decode in English and Native Language. Level: P.P. Many materials at P.P. level are suitable.<br><br>Step II - Student will learn the Dolch Basic Sight Vocabulary Words in English and Native Language. ESL students who master the Dolch Word List have made up to 3 years growth in reading comprehension in 1 year. P.P.-2.0<br><br>Step III - Student will be able to read and comprehend simple sentences using words from the Dolch Basic Vocabulary in English and the Native Language (if student is fluent in the Native Language). P-1.5.<br><br>Step IV - (C Category students) Student will be able to read directions and successfully execute the commands. (Level 1+) Materials up to level 1+ are suitable.<br><br>Step V - (C Category students) Student will encode and decode using polysyllabic words. 1.0 - 1.+ | Step I - Word building skills will be taught by selecting monosyllabic words and changing only initial consonant, final consonant and/or vowel sound. Ex.: Bat, Bet, But. Use as many letters and combinations as possible.<br><br>Step II - Flashcards will be used to study Dolch Basic Sight Vocabulary Words. Student will recognize words and pronounce them correctly in English and Native Language. See: *The Transcultural Picture Word List Book* (Dolch Word List) Section VII.<br><br>Step III - Student will complete sentences using the Dolch Basic Vocabulary Word List. Ex.: Tom go, want, went to school.<br><br>Step IV - Using *Phonics Workbook, Reader's Digest Practice Pad* notebook or similar booklets, student will read instructions and do the assignment without further directions.<br><br>Step V - Phonics flashcards that use fixed word endings and different initial or fixed blends will be used to build vocabulary and enhance encoding and decoding ability. Ex: Sw + ing, Th + ing. Dolch Vowel and Consonant Picture Flashcards will be used. | Step I - Student will be able to pronounce correctly each of the words used in the word building activity.<br>Date Completed:_____<br><br>Step II - Student will recognize, pronounce and comprehend Dolch Basic Sight Vocabulary Words in English and Native Language (if student is fluent in the Native Language), from P.P. level to grade 2.<br>Date Completed:_____<br><br>Step III - Student will be able to read and tell the meaning of simple sentences using Dolch Basic Vocabulary in English. Student may or may not use Native Language in parts of the explanation.<br>Date Completed:_____<br><br>Step IV - Student will have followed successfully 80% of the directions as given.<br>Date Completed:_____<br><br>Step V - Student will be able to successfully complete several crossword puzzles using *Dolch Puzzle Book I* which uses words from P.P. level to grade 1 or Book II which used words up to grade 2.<br>Date Completed:_____ |

**ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH**

**3rd Component: Reading Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| (A & B Category Students)<br><br>Step VI - Student will be able to read and comprehend short stories or paragraphs. 1.5 - 2.0. Other books at these levels may be used. See the **ESL Materials Guide Catalog.** | Step VI - Student will read from Pre-Primer, Primer books, or Reader's Digest (Level 1+) S.R.A. (Level 1.5 to 2.0), answer comprehension questions and activities that correspond. | Step VI - Student will correctly answer and comprehend 80% of the comprehension and/or recall exercises for each reading activity as provided.<br>Date Completed:_____ |

## ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH

**4th Component: Writing Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| Step I - Student will be able to identify nouns, pronouns, verbs, adverbs, adjectives, articles and prepositions. See: *The Transcultural Picture Word List Book*, *Parts of Speech* (Kit), other materials as listed. Select materials appropriate for individual ability.<br><br>Step II - Student will be able to use the third person correctly. Select materials appropriate for individual ability.<br><br>Step III - Student will recognize and correctly identify sequential order from pictured situations.<br>1) *DLM Independent Living Sequential Cards*<br>2) *DLM Self-Care Sequential Order Cards* | Step I - Using pictures from the Peabody Kit and picture situation-orientation cards from the Language Big Box and GOAL Box, student will be instructed on how to recognize the parts of speech when used in oral expression. Ex.: Lesson to find nouns – picture of a horse eating grass is displayed. (Nouns tell what word to call any person, place or thing.) "What are the nouns in this picture?" "Horse and grass." Continue in this manner with other parts of speech. Explanation may be in English and Native Language.<br><br>Step II - Using verbal "frame sentences," the teacher and/or tutor will demonstrate the third person concept. Student will then give an example. Ex.: I go to work. You go to work. (He, She, or It) goes to work. Ex.: I do work. You do work. (He, She, or It) does work.<br><br>Step III - Using sequential order cards from the Language Big Box and GOAL Box, student will arrange cards in order. (These are picture cards.) Concept may be explained in English and Native Language. | Step I - Student will be able to recognize and properly identify 80% of the nouns, pronouns, verbs, adverbs, adjectives, prepositions and articles as directed.<br>Date Completed:_____<br><br>Step II - Student will write 3 correct sentences in English using the third person.<br>Date Completed:_____<br><br>Step III - Student will state the correct sequential order in sentence form. If able, student will write the correct order in sentence form in English.<br>Date Completed:_____ |

## ESL STEP CHART COMPONENT GUIDE FOR LISTENING, SPEAKING, READING, WRITING, K-12 + ADULT PRE-LITERATE, NON-VERBAL IN ENGLISH TO LITERATE AND VERBAL FLUENCY IN ENGLISH

**4th Component: Writing Skills**

Student Name:_____ Grade:____ Date:_____

School:_____ Dominant Language:_____ Tutor:_____

Objective: Student will be able to give appropriate responses to verbal input in English.

| Performance Objectives | Activities (See ESL Materials Guide Catalog, Appendix A) | Evaluation |
|---|---|---|
| Step IV - Student will recognize and correctly identify sequential order when written. Select materials appropriate for individual ability. | Step IV - Student will use workbook and/or teacher made sentences that are out of sequential order. Concept may be explained in English and/or Native Language. | Step IV - Student will write the sentences in proper sequential order in English. Date Completed:_____ |
| Step V - Student will demonstrate comprehension of present, past, and future tenses. Select materials appropriate for individuals ability. | Step V - Concepts of today, yesterday, and tomorrow will be explained in English and/or Native Language. | Step V - Using English, student will write several "frame sentences" showing present, past, and future tenses. Ex.: I am eating lunch = present; I ate lunch = past; I will eat lunch = future. Date Completed:_____ |
| Step VI - (C Category students) Student will write a short paragraph. Student will choose the topic. | Step VI - Student will think of 3 or 4 sentences about the topic. All sentences will be written in English. The sentences need to tell who, what, when, where, why or how the event happened. | Step VI - Student will write a short paragraph that has good sequential order showing who, what, when, where, or why—or uses at least 4 of the 5 W's. Date Completed:_____ |

## STUDENT PROGRESS CHART

Student:_____ Tutor:_____

Language:_____ Age:_____ Grade:_____ Teacher:_____ School:_____ Room:___

| DATE | TUTORING ACTIVITY | COMMENTS |
|---|---|---|
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# APPENDIX C

# SAMPLES OF LESSON PLANS, MATERIALS AND METHODS

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## INTRODUCTION

Persons whose native language is other than English usually have difficulty hearing and pronouncing certain letters or "blends" in English because of auditory discrimination or native language phonological interferences. This is caused by making verbal and auditory substitutions (when speaking or writing) for letters that are present or absent in the native language but for which there is no sound equivalent in English or, at best, only a close resemblance. A person who learns the second language prior to age ten will have less difficulty making the verbal and auditory transitions than one who is older. This is because the tongue and ears tend to become more set or "fixed" toward production and reception of sounds of the native language. Persons who carry these sound transpositions over into their spelling are expressing transliteration. The following list is a sample of some of the more common letters or blends which are difficult: **b/p** (but/put), **b/v** (berry/very), **d/t** (do/to), **s/z** (soup/zoop), **g/k/c** (good/could), **l/r** (light/right); **sh/ch** (shoes/choose), **th/d** (those/does), **th/f** (with/wif), **th/t** (think/tink), **w/v** (work/vork), **th/s** (thousand/sousand); all vowels, especially **i/e.*** The following lesson plans and methods focus specifically on these troublesome topics.

*For further information about sounds, alphabets and syntax variants in 33 languages, see: Donaldson, Judy P.; *The Transcultural Picture Word List*, Vols. I and II, Holmes Beach, Florida: Learning Publications, Inc. 1980, 1983.

## PHONICS TEST

### I. Test for Ability to Hear Last Letter or Sound

**Directions**

Tell the students to number from 1 to 45 on their papers. Leave a space or line beside each number to write the correct letter(s) as "heard." Example: For number 1, teacher makes the sound of letter **p**, 1 = **p**. For number 2, teacher says, "ing, ng" (make a sound as in ring), 2 = **ng** or **ing**, etc. The student writes the letter(s) for the sound(s) on the numbered lines.

1) p
2) ing, ng
3) b
4) c/k
5) g (ga)
6) d
7) ch
8) t
9) sh
10) ite, ight
11) j/g
12) qua/q/kw
13) ra (r)
14) a (short)
15) m
16) th (unvoiced)
17) v
18) w
19) x (ks), (cs)
20) p
21) th (voiced)
22) y (ya)
23) e (short)
24) d
25) (la)
26) o (short)
27) i (short)
28) o (short)
29) u (short)
30) n
31) m
32) v
33) f
34) h (ha)
35) wa (w)
36) z
37) s
38) ch
39) ink
40) sh
41) ank
42) onk
43) unk
44) oth
45) ith

### II. Test for Ability to Use Long and Short Vowels

Tell the students to:

1) Make a word for "long" **a, e, i, o, u**. Use the "long" sound to begin the word.

2) Do the same for "short" **a, e, i, o, u**.

3) Write a word that has each of these letters as the last letter or sound: **k, d, th** (unvoiced), **t, b, g, f**.

**Make a Word For**—This is a possible variation. The teacher chooses the words or letters to be used, e.g., short **i** in the middle of a word (pig). More advanced students may opt to say or write words of their choice. In another variation the teacher says the words. The teacher may tell students the words and have them mark the appropriate sounds, "Mark the long vowels as heard in the words," or "Mark the short vowels as heard in the words."

**RHYMES**

The use of rhyming words aids listening comprehension, auditory discrimination, spelling, word attack skills, visual and auditory memory. Emphasis can be placed on troublesome blends, sounds or vowels. These games are suitable for all ages, as long as they are capable. Students may enjoy illustrating the rhymes. Many students like to have contests to see who can correctly transcribe the "poems" and write them on the chalkboard. The class watches as the one who volunteers writes from his or her paper. Hands raise and others step forward to write their "corrections," etc. This helps reading, writing, listening and speaking.

These samples are presented to give you some ideas of the vast uses which include tenses as well as irregular verbs. Some languages do not have a past or future tense—only present. Others have no plural form. Example: two boys = one boy, two boy. Similarly, there may be no form for possessive, for example, the boy's sweater = the sweater of the boy. Some languages are monosyllabic; all words are comprised of only one syllable. Therefore, when a person with monosyllabic native language hears the word "el-e-phant," it is thought of as three separate words.

A) There was an old man of Obb, who ate corn if it was on a cob. He was so big and fat that he sat on a mat. Tell me, what do you think of that?

B) A boy had a dog for a pet. The dog had no name yet. The dog ran away, and I bet to this day, a name he never did get.

C) There once was a big black bat, who hung upside down by a cat. The cat was afraid and so he made a run to the nearest tree. The bat told the cat, "I can fly, look at me, soon I'll be in your tree."

D) A big green frog sat on a log wanting to eat a fly. By-and-by a fly flew by and he ate him; My oh my!

E) "Can I go to do my letters?" said the little boy. "Yes, you can and when you're done, I'll give you a big new toy."

F) Tom has a hat that now is so flat because a man that is fat made it a mat.

G) Hit the pit with the mitt. Catch the ball and don't you fall!

H) Some eyes are blue, the sky is too. Some days are cold, some are hot. Some skies are blue, some are not. Some people are tall, some are small. Some are fat, some are thin. Some will lose and some will win.

I) I am black and white and "read" all over–what am I? (newspaper).

J) The mutt got mad at a rat and sat on a fat cat that sat on the flat mat.

K) Some cats eat fish in a dish. Some cats just wish for a fish. Come, cat, eat the rat. It is big and brown and very fat.

L) Does Buzz see the tree? Does Buzz see me? I am up, with the pups, in the tree. Yes, he does. I have three dogs on logs–so hee, hee, hee!

M) I go to school on Monday. My sister goes too. I went to church on Sunday and my sister went too. I do my work on Tuesday and my sister does hers too.

N) I have a book that's red. I have a book that's blue. One of them is old and one of them is new. If I take the red and take the blue, the number of books is only two.

O) Ten black crows sat in rows. "Caw, caw," they said, "I saw, I saw, a cat, a fat, fat cat who ate a rat that sat on a flat red mat." What do you think of that?

## PHONICS LESSON

(This/singular–these/plural)

ESL Students frequently have confusion in meaning and pronunciation of the words: THIS and THESE. The following rhyme has been very helpful because it is easy to remember; especially if the instructor exaggerates the z and eeee sounds while adding exaggerated mouth positions, too. Write or print one e on the chalkboard. Ask the student, "What letter is this?" Hopefully, the student will reply, "e." If not, the teacher says, "This is eeee." (Exaggerate and lengthen the pronunciation for emphasis.) Next, write or print ee on the chalkboard. Ask, "How many e's are these?" Hopefully, the reply will be two. If not, so demonstrate.

While pointing to the single e and alternating to ee, say, "If you hear the eeeezzz, pleeeezzz say theeeezzz!" Repeat over and over again. Then, using several pens, pencils, balls, etc., repeat the exercise in this manner while pointing and alternating between singular and plural as follows: "Thissss is a pen. "Thisss is a ball." "Theeezzz are three balzzz." "Thisss is a pencil." "Theezzz are 4, 3, 2, etc., pencilzz." Continue practicing with questions: "What is thisss? What are theeezzz?" etc. Repeat the following poem. Have the students say it until they become aware of the different way the two words sound. "If you hear the eeeezzz, pleeezzz say, "Theeezzz!"

## COMMON PREFIXES AND SUFFIXES

Vocabulary is difficult for many students—especially ESL/LEP/Bilingual. Explain, "Pre = before and Suffix = after." Explain the meanings: the prefix comes before the root word and the suffix is added to the end of it. Do the same for Letters That Work Together (th, ing, ph, gh, ch, sh, sch, etc.). By learning the relatively few important prefixes and suffixes as well as the letter blends and resultant sounds, vocabulary will increase more rapidly along with reading comprehension. Remember, English rules seem to have many exceptions. Students enjoy finding them.

| PREFIX | MEANING | EXAMPLE |
|---|---|---|
| un | not | UNhappy |
| ir, il | not | IRregular |
| im, in | not | IMpatient, INactive |
| non, a | not | NONhuman, Atypical |
| dis | not or opposite | DISobey, DISmount |
| re | again, back | REmake, REverse |
| mis | wrongly | MIStake |
| pre | before | PREschool |
| pro | for, onward | PROnoun, PROmote |
| fore | before, in front | FOREwarn, FOREword |

| PREFIX | MEANING | EXAMPLE |
|---|---|---|
| co | with | COauthor |
| con | together, with | CONtest, CONnect |
| counter | against | COUNTERact |
| anti | against | ANTIwar |
| semi | half, partly | SEMIcircle, SEMItropical |
| com | together, with | COMbat, COMpress |
| under | below | UNDERage |

| SUFFIX | MEANING | EXAMPLE |
|---|---|---|
| er | one who | teachER, runnER |
| tion | doer of action | naTION, consideraTION |
| less | without | flawLESS, doubtLESS |
| able, ible | capable of being | dependABLE, flexIBLE |
| ful | full, characterized | helpFUL, beautiFUL |
| y, ous | "the way it is" | oilY, joyOUS |
| ful | amount that fills | capFUL, hopeFUL |
| ic(ical) | connected with | lunatIC, surgICAL |
| ist | connected with | humorIST |
| ness | state of being | hardNESS |
| hood | state of being | childHOOD |
| ship | state of being | ownerSHIP |
| ance | state of being | tolerANCE |
| ence | state of being | dependENCE |
| tion (ation) | state of being | elaTION, starvATION |
| ment | state of | enjoyMENT |
| ward | in the direction | homeWARD, backWARD |

## ALPHABET LETTERS AND SOUNDS

### The "Secret Code System" for Reading and Writing.

Reading is sometimes referred to as Decoding. Writing is sometimes referred to as Encoding. If the "code" is unknown the message remains as much of a mystery to the receiver as it would if written in Navajo and the receiver could only "code" in Japanese! Surprisingly, many Category E (monolingual English) adults as well as children do not know the alphabet letter names, order and/or sound(s) these letters represent. Of course, it is expected that LEP/ESL transitional students would not know our letter names and sounds. In order to learn to read with comprehension, spell, write and speak English fluently, knowledge of the letters and their sounds must be mastered. It is a "basic" of pre-reading skills development without which the English "code" system cannot be used.

## LESSONS FOR ALPHABET SOUNDS AND LETTER BLENDS

### Vowels

Teach short vowels first. Long vowels can be learned later. When teaching ANY letter sound, use a word with one syllable, if possible, and with the specified letter as the first letter and first sound of the sample word. Example: **a** = ant, **e** = egg or elephant or eskimo (graphic words are excellent). The concept is reinforced by association, in the memory of the picture.

### Consonants

Do likewise for the consonants. When sufficient comprehension is attained, explain that all the letters of the alphabet except 5—**a, e, i, o, u** (and sometimes **y**)—are consonants. Every word in English must have at least one vowel in it or the **y**. The letters **a, e, i, o, u**, are vowels. **Y** is a vowel, sometimes. When explaining long vowels or words with the "long vowel sound," tell the student that the long vowel sound is the vowel letter name, **a, e, i, o, u**, as is heard in *ape, eat, ice, ocean, universe*, etc.

### "Wind" Letters

Some letters make "wind" come out of your mouth when you make their sounds. These are the letters: **p, k, h, c, s, t, f, qu, ks (x)**. "Feel" the air from the mouth by having the student hold one hand about 1 or 2 inches in front of his/her mouth when making the sound for each of these letters. The teacher models the activity. Do the same for unvoiced **th** as in (thin) and **ch** and **sh**. After this exercise, do the contrasts for some of these sounds, as well as explain tongue and teeth/lips positions and the need for VOICE and NO air when the hand is placed 1 or 2 inches in front of the mouth as with: **b, d, ga** and **j/g, a, e, l, m, n, o, r, u, v, w, y, z**. The **th** sounds must have the tongue stuck out and curved upward as it is scraped along the two top, front teeth on its way back into the mouth when making the voiced **th** as in "this". Note also that there is no air to feel if the hand is held near the mouth. Do the same for the unvoiced **th**. Note that there is no voice sound, but there is air to feel. Use of a mirror is often helpful. When teaching the sound for **f**, put the 2 upper front teeth over the bottom lip. Close the mouth and feel the air come out on the hand as the sound of the **f** is produced. Do this for the sound of **v**. Also note, however, that the **v** sound does not make air on the hand when it makes its noise.

**Letters That Work Together**

| | | | | |
|---|---|---|---|---|
| **ay** as in DAY | **er-ir-ur** as in HAMMER-SHIRT -CHURCH | **or** as in FORK | **ong** as in SONG | **unk** as in BUNK |
| **oo** as in MOON or as in BOOKS | | **sh** as in SHOE | **ung** as in SUNG | **ch** as in CHAIR |
| **aw-au** as in SAW-SAUCE | **oi-oy** as in OIL-TOY | **th** as in THE | **ink** as in SINK | **th** as in THREE |
| **ar** as in STAR | **ou-ow** as in MOUSE-COW | **ing** as in SING | **ank** as in SANK | |
| | | **ang** as in SANG | **onk** as in HONK | |

**Ph** and **gh** can sound like **f** sometimes, but not always. Cough = "Coff" = **f** sound for **gh**. Photograph = "Fotograf" = **f** sound for **ph**. (Teacher may want to show some of the other uses, inflections, etc., with **gh** in particular.)

**When Is *G* Sounded As *J* and When Like *Ga*? (Root Words Only)**

Think **j** when **g** is followed by the letters **e, i, y,** as in: religion, region, arrangement, knowledgeable, range, language (both rules), gypsy, gym, agent, general, vegetable. Think **ga** when **g** is followed by the letters **l, u, o, r,** as in: guitar, guerrilla, guest, language, linguistic, Portuguese, tongue, English, wrangle, argue, grass, got, glass. Can you think of **g** words that don't follow these rules?

**Exceptions**

a) Light and eight.
b) When **g** is preceded by **e, i, y** as in neighbor and weigh.
c) When adding the suffix **ing** as in running.
d) When **g** is preceded by another **g**, sound as **ga** as in rigging or digging.
e) When **g** is the first letter of a **one syllable, one vowel** word, sound as **ga** (short guttural sound) as in get, gill, girl, give.
f) Sometimes when used in names.

**When Is *C* Sounded As *S* and When Like *K*?**

You may do this with **c** also. The letter **c** has two sounds, **s** and **k**. **C** = **S** when followed by an **i, e** or **y**. Think: city, cent, cycle. **C** = **K** when followed by an **a, o** or **u**. Think: cat, cot, cut.

## METHODS FOR LEARNING ENGLISH QUICKLY

A) **Getting Acquainted**—Students interview the person in front of or behind them. Information about hobbies, family etc., is shared with the class.

B) **Comparison of Alphabet Sounds and Characters in English and Native Languages.**

NOTE: Donaldson, Judy P., *Transcultural Picture Word List, Vol. I and Vol. II*, Learning Publications, Inc., Holmes Beach, Florida, 1980, 1983.

These books contain alphabet comparisons, information about confusing word pairs (Phonological Interference) and transliteration e.g., shoes = choose, yellow = jellow, good = gut or cut,

light = right, etc. They also have the *Dolch 220 Basic Sight Words** in English and 33 other languages. These 220 words comprise 70% of ALL English in print. In addition, they contain valuable information about syntax variants. For example, in English: I see the black dog; in Spanish: I see the dog black. There are more than 640 pictures and words in English with letters to the parents in 33 languages which explain how to help the school help the student learn English while maintaining and/or learning to write in their own native language. The parents can also be learning English from their child when learning the Dolch word list or the 640 picture word entries as found in *Transcultural Picture Word List Vols. I and II.* These contacts build parental support.

C) **Review**–Always review previous lessons. This enhances comprehension.

D) **Name the Foods You Like to Eat**

E) **Name the Animals**

F) **Learn Numbers, Days, Months, Weather and Time**

G) **Name Feelings and Emotions**

H) **Learn Names of Things In the House**

I) **Instructions and Commands (Physical Responses)**—Games such as "Simon Says" (or more modified and direct methods for older students) are helpful. These activities are sometimes referred to as TPR (Total Physical Response). This is an excellent means of teaching prepositions and "positions in space." Examples: "Put your hands on your head," "Put your hands in your pocket," "Put your hand under your foot."

J) **Objects and Terms Used in the Classroom and School**

K) **Using Action Words (Verbs and Adverbs)**

L) **Frequently Used Phrases**—Thank you. Excuse me. Pardon me. Good morning, how are you? Where is it? What is happening? Who is it? May I help? Where do you live? How old are you? What is your name? What is your address/phone number? etc.

M) **Name the Body Parts**

N) **In an Emergency**—Someone is hurt—get a doctor. There is a fire—call the fire department. (List any other helpful phrases.)

O) **Public Transportation**—Cars, taxicabs, busses, trains (subways), street cars, airplanes, boats, ferries, freeways, streets, roads, highways, policemen, traffic lights, etc. For older students who need to drive–laws regarding driving in the U.S.

P) **Renting an Apartment or Home**—How much is the rent? Is there a garage? Is there a clean-up deposit? Are the utilities paid? Is it air-conditioned? Are children allowed? Are pets allowed? How close is the bus stop? When may (I, we) move in? How many bedrooms, bathrooms are there? When is the rent to be paid? Where is the laundry room?

Q) **Money**–Learn about the U.S. monetary system.

R) **Post Office**–Explain about costs, service, zip codes, etc.

*Reprinted from Edward W. Dolch, *220 Basic Sight Word List*, by permission of the publisher. (Copyright, Garrard Publishing Company.) The *220 Basic Sight Word List* by Edward W. Dolch is available in card form from the Garrard Publishing Company / 1607 North Market Street / Champaign, Illinois.

## STUDENT QUESTIONNAIRE

Name_____

Date_____ Age_____ Grade_____

1) What country did you come from?_____

2) Why did you or your family come to the U.S.?_____

_____

3) How long have you been in America?_____

4) What languages do you speak?_____

5) What languages do you read and write?_____

6) What kind of work do you want when you are out of school?_____

_____

7) What can you do to get better grades?_____

_____

8) Do you have a car or transportation?_____

9) Do you plan to stay in the United States?_____

10) These classes I like best because_____

_____

11) These classes are hard for me because_____

_____

12) I like myself because_____

_____

13) I feel angry when_____

_____

14) I feel good when_____

_____

15) Life is_____

_____

16) Today I am_____

_____

17) In five years I would like to be doing_____

_____

18) I need to improve my_____

_____

19) I am good at_____

_____

20) People think I am_____

_____

21) I would rather be_____

_____

22) Three things I want to accomplish in my life are

1) _____

2) _____

3) _____

23) The most important person to me _____

_____

24) I have the following work/job skills_____

_____

_____

_____

_____

25) The best time for me to attend school is_____
(Morning, Afternoon, Evening)

## SIMPLE MATH TEST FOR COMPETENCY OF BASIC* MATH SKILLS

Any student who is in grade 4 or higher needs to know the multiplication tables and basic addition and subtraction. A student who is incapable of doing these twelve multiplication problems cannot progress beyond the third grade math level.

| | | | |
|---|---|---|---|
| 6 x 9 = ____ | 6,371<br>- 5,996 | 7<br>- 4 | 6 / 12 |
| 7 x 6 = ____ | | | 4 / 12 |
| 9 x 7 = ____ | 30<br>- 19 | 210<br>- 79 | 3 / 9 |
| 8 x 6 = ____ | | | 9 / 27 |
| 9 x 8 = ____ | 3<br>+ 5 | 72<br>+ 69 | 7 / 21 |
| 7 x 7 = ____ | | | 6 / 36 |
| 6 x 6 = ____ | 783<br>+876 | 943<br>82<br>751 | 7 / 28 |
| 8 x 8 = ____ | | + 60 | 9 / 81 |
| 7 x 4 = ____ | | | 7 / 56 |
| 6 x 4 = ____ | 1,236<br>+ 6,429 | 5,52<br>- 3,61 | 7 / 63 |
| 7 x 8 = ____ | | | 6 / 54 |
| 9 x 9 = ____ | | | 8 / 48 |

*Students who have completed third grade should be able to solve these math problems.

## SAMPLE LESSON PLAN FOR ESL

**Objective**

To review names of foods.

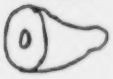
MEAT

Lamb

Chicken

Beef

Ham



To teach classification or categorization of items of food.

DAIRY PRODUCTS

Milk

Eggs

Cheese

VEGETABLES

Roots

Carrots

Potatoes

Leaves

Lettuce

Celery

**Procedure**

1) Have pictures in a box. Choose a student to select a picture. Have the picture identified as the student places it on the flannel board (or sticks it on the chalkboard or pins it to a bulletin board). Continue choosing different students and posting pictures until all have been identified.

2) Ask the students what all the pictures represent (food), and develop the meaning of food. Place the card "FOOD" at the top of the pictures.

3) Ask if any of the pictures are of special kinds of food.

   a) Develop the concept that some, like meat and eggs, come from animals.

   b) Continue with dairy products: milk - cheese.

   c) Vegetables - root vegetables: carrot, potato - leafy vegetables: lettuce, spinach, cabbage.

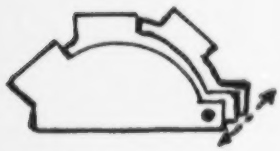
4) Have student arrange pictures under proper categorical headings.

NOTE: With every lesson, think of the 5 w's: who, what, when, where, why. This helps total comprehension and recall skills. It also makes learning more meaningful. Students can see the purpose.

## WORD WHEEL

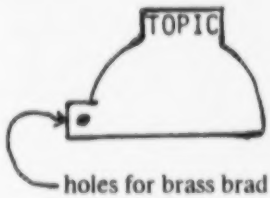
Have your students and/or parents translate as needed. Use a letter to parents. See *Transcultural Picture Word List, Vol. I and Vol. II* for letters.

### Directions for Making and Assembling the Word Wheel



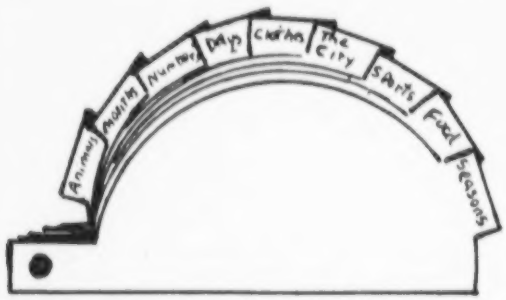
"fan"

Select a tagboard. Cut a pattern from an 8 1/2" x 11 size piece of tagboard (can be more like a semi-circle). The pattern needs to be large enough to fit the words for each topic. Make the pattern as big as is needed to fit your largest topic list.




holes for brass brad

Make as many patterns as you have categories of things (25) or list several concepts on one pattern such as SEASONS OF THE YEAR and POINTS ON A COMPASS. List the words in two languages on each pattern sheet. Laminate the patterns with the words on them, if desired. Fasten with a long brass brad. When assembled this looks somewhat like a closed fan. The topics are easily seen—especially if they are not in the exact position of the first one. Stagger them like the notches on folders in a file drawer for ease in reading them. When the "fan" is in the closed position, the topic headings should fit so they can all be seen at a glance. This makes it easy to turn to the desired section more quickly. The words in the lists are to be put on the individual pages of the word wheel, each of which will have a topic heading e.g., first page–FOOD; second page–CLOTHING; third page–DAYS OF THE WEEK. The Spanish translation is listed beside the English. For example: hat - el sombrero; fish - el pescado. The word lists are written in Spanish and English; however, they may be translated into other languages as desired.




Word wheel in closed position. This sample has 9 topics.

## WORD WHEEL TOPICS IN SPANISH AND ENGLISH

### FOOD

| | | |
|---|---|---|
| tea | - | el té |
| milk | - | la leche |
| cream | - | la crema |
| chocolate | - | el chocolate |
| water | - | el agua |
| bread | - | el pan |
| butter | - | la mantequilla |
| egg | - | el huevo |
| ham | - | el jamón |
| bacon | - | el tocino |
| meat | - | la carne |
| cake | - | el pastel |
| ice cream | - | el helado |
| fish | - | el pescado |
| chicken | - | el pollo |
| breakfast | - | el desayuno |
| lunch | - | el almuerzo |
| dinner | - | la comida |
| supper | - | la cena |
| restaurant | - | el restaurante |
| menu | - | la lista, el menú |
| waiter | - | el mozo, el mesero |

### FOOD

| | | |
|---|---|---|
| pear | - | la pera |
| apple | - | la manzana |
| orange | - | la naranja |
| banana | - | la banana, el banano (el plátano) |
| melon | - | el melón |
| pineapple | - | la piña |
| lemon | - | el limón |
| grape | - | la uva |
| watermelon | - | la sandía |
| tomato | - | el tomate |
| lettuce | - | la lechuga |
| onion | - | la cebolla |
| carrot | - | la zanahoria |
| potato | - | la patata (la papa) |
| salt | - | la sal |
| pepper | - | la pimienta |
| sugar | - | el azúcar |
| rice | - | el arroz |
| coffee | - | el café |
| soup | - | la sopa |
| salad | - | la ensalada |

### CLOTHING

| | | |
|---|---|---|
| hat | - | el sombrero |
| handkerchief | - | el pañuelo |
| dress | - | el vestido |
| skirt | - | la falda |
| blouse | - | la blusa |
| coat | - | el abrigo |
| stockings | - | las medias |
| purse | - | la bolsa |
| shoes | - | los zapatos |
| clothing | - | la ropa |
| suit | - | el traje |
| trousers | - | los pantalones |
| shirt | - | la camisa |
| tie | - | la corbata |
| socks | - | los calcetines |
| sweater | - | el suéter |

### PLACES

| | | |
|---|---|---|
| school | - | la escuela |
| home | - | la casa |
| store | - | la tienda |
| underwater | - | abajo de agua (submarino) |
| church | - | la Iglesia |
| lion-country | - | el país de leones |
| ocean | - | el océano |
| park | - | el parque |
| library | - | la biblioteca |

### DAYS OF THE WEEK

| | | |
|---|---|---|
| Monday | - | el lunes |
| Tuesday | - | el martes |
| Wednesday | - | el miércoles |
| Thursday | - | el jueves |
| Friday | - | el viernes |
| Saturday | - | el sábado |
| Sunday | - | el domingo |

### THE CITY

| | | |
|---|---|---|
| city | - | la ciudad |
| street | - | la calle |
| avenue | - | la avenida |
| plaza | - | la plaza |
| building | - | el edificio |
| store | - | la tienda |
| market | - | el mercado |
| theatre | - | el teatro |
| movies | - | el cine |
| museum | - | el museo |
| monument | - | el monumento |
| bank | - | el banco |
| road | - | el camino |
| church | - | la iglesia |
| hospital | - | el hospital |
| school | - | la escuela |
| home | - | la casa |
| park | - | el parque |

**TRANSPORTATION**

automobile - el automovil

streetcar - el tranvia

train - el tren

bus - el autobus

airplane - el avión (el aeroplano)

ship - el barco

subway - el subterraneo

bicycle - la bicicleta

motorcycle - la motocicleta

**ANIMALS**

animal - el animal

dog - el perro

cat - el gato

donkey - el burro

horse - el caballo

mule - la mula

cow - la vaca

hen - la gallina

lion - el león

tiger - el tigre

elephant - el elefante

camel - el camello

bull - el toro

bird - el pájaro

chicken - el pollo

**ANIMALS**

mouse (rat) - el ratón

fish - el pescado

shark - el tiburón

whale - la ballena

rabbit - el conejo

snake - la vivora

pig - el puerco

owl - la lechuza

goat - el chivo

kangaroo - el canguro

**THE HOME**

house - la casa

window - la ventana

living room - la sala

door - la puerta

dining room - el comedor

garden - el jardín

kitchen - la cocina

wall - la pared

patio - el patio

bathroom - el cuarto de baño

furniture - los muebles

### THE HOME

| | | |
|---|---|---|
| garage | - | el garage |
| refrigerator | - | el refrigerador |
| carpet | - | la alfombra |
| bed | - | la cama |
| drape | - | la colgadura |
| armchair | - | el sillon |
| lamp | - | la lampara |
| sofa | - | el sofa |
| chair | - | la silla |
| stove | - | la estufa |
| table | - | la mesa |
| radio | - | el radio |
| picture | - | el cuadro |
| television | - | la television |
| curtain | - | la cortina |
| tablecloth | - | el mantel |
| glass | - | el vaso |
| desk | - | el escritorio |
| napkin | - | la servilleta |
| spoon | - | la cuchara |
| plate | - | el plato |
| knife | - | el cuchillo |
| saucer | - | el platillo |
| fork | - | el tenedor |
| cup | - | la taza |

### SIZE

| | | |
|---|---|---|
| big | - | grande |
| small | - | pequeño |
| large | - | grande |
| tiny | - | chiquito |
| skinny | - | flaco |
| fat | - | gordo |
| tall | - | alto |
| short | - | corto, bajo |
| great/big | - | enorme |
| giant | - | gigante |
| huge | - | enorme |

### THINGS I DO

| | | |
|---|---|---|
| run | - | correr |
| walk | - | andar |
| swing | - | columpiar |
| laugh | - | reir |
| jump | - | saltar |
| cook | - | cocinar |
| work | - | trabajar |
| play | - | jugar |
| help | - | ayudar |
| fly | - | volar |
| fight | - | pelear |
| sing | - | cantar |

## COUNTRY

country - el campo
river - el río
mountain - la montaña
lake - el lago
ranch - el rancho
beach - la playa
plant - la planta
nation - la nación
state - el estado
inhabitants - los habitantes
town - el pueblo
tree - el árbol
flower - la flor
country - el país
city - la cuidad
capital - la capital
port - el puerto

## POINTS ON A COMPASS

north - el norte
south - el sur
east - el este
west - el oeste

## COLORS

blue - azul
green - verde
red - rojo
white - blanco
purple - morado
brown - café
black - negro
yellow - amarillo
gray - gris
orange - naranja
violet - violeta

## FEELING

sad - triste
happy - feliz
mad - loco
hungry - hambriento
scared - miedoso
delighted - gozo, deleite
angry - enojado
tired - cansado
love - amor
wonderful - maravilloso
foolish - tonto
sick - enfermo

## SPORTS

| | | |
|---|---|---|
| sports | - | los deportes |
| baseball | - | el béisbol |
| basketball | - | el básquetbol |
| football | - | el fútbol |
| tennis | - | el tenis |
| golf | - | el golf |
| to play (a game) | - | jugar |
| to swim | - | nadar |
| swimming pool | - | la piscina |
| to go horseback riding | - | montar a caballo |
| to go fishing | - | ir de pesca |

## MONTHS

| | | |
|---|---|---|
| January | - | enero |
| February | - | febrero |
| March | - | marzo |
| April | - | abril |
| May | - | mayo |
| June | - | junio |
| July | - | julio |
| August | - | agosto |
| September | - | septiembre |
| October | - | octubre |
| November | - | noviembre |
| December | - | diciembre |

## NUMBERS

| | | |
|---|---|---|
| one | - | uno |
| two | - | dos |
| three | - | tres |
| four | - | cuatro |
| five | - | cinco |
| six | - | seis |
| seven | - | siete |
| eight | - | ocho |
| nine | - | nueve |
| ten | - | diez |
| twenty | - | veinte |
| thirty | - | treinta |
| forty | - | cuarenta |
| fifty | - | cincuenta |
| sixty | - | sesenta |
| seventy | - | setenta |
| eighty | - | ochenta |
| ninety | - | noventa |
| one-hundred | - | cién |
| one-thousand | - | mil |

## SEASONS

| | | |
|---|---|---|
| spring | - | la primavera |
| summer | - | el verano |
| fall | - | el otoño |
| winter | - | el invierno |

## THE BODY

| | | |
|---|---|---|
| body | - | el cuerpo |
| head | - | la cabeza |
| face | - | la cara |
| hair | - | el pelo (los cabellos) |
| arm | - | el brazo |
| hand | - | la mano |
| foot | - | el pie |
| leg | - | la pierna |
| finger | - | el dedo |
| eyes | - | los ojos |
| nose | - | la nariz |
| mouth | - | la boca |
| teeth | - | los dientes |
| ear | - | la oreja |

## THINGS THAT GO

| | | |
|---|---|---|
| race car | - | el auto de carreras |
| car | - | el automóvil |
| truck | - | el camión |
| train | - | el tren |
| airplane | - | el aeroplano, el avión |
| boat | - | el barco |
| motorcycle | - | la motocicleta |
| rocket | - | el cochete |
| hot rod | - | el hot rod |
| jet | - | el avión de chorro el avión de reaccion |
| model airplane | - | el avión de modelo |
| tank | - | el tanque |
| tractor | - | el tractor |
| trailer | - | el carro de remolque |

**MEMBERS OF THE FAMILY**

boy - el muchacho

girl - la muchacha

child (boy) - el niño

child (girl) - la niña

dad - papa

mom - mama

father - el padre

mother - la madre

parents - los padres

daughter - la hija

son - el hijo

children - los hijos

grandfather - el abuelo

grandmother - la abuela

grandparents - los abuelos

brother - el hermano

sister - la hermana

uncle - el tío

aunt - la tía

cousin - el/la primo(a)

dad - el papá

mom - la mamá

**PEOPLE**

pilot - el piloto

race driver - corredor de carreras

teacher - el maestro

fireman - el bombero

spaceman - el astronauta

policeman - el policía

# APPENDIX D

# THE LANGUAGE/CULTURAL TEST BATTERY

Developed by Judy P. Donaldson, M.Ed.

**The Language/Cultural Test Battery** consists of three sections:

**Section I** - *BOEHM Test of Basic Concepts*[1]

**Section II** - *Donaldson English Language Proficiency Test (DELPT)*[2]

**Section III** - *Transcultural Assessment Instrument (TCAI)*

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[2]*Transcultural Assessment Instrument (TCAI)*, Copyright Judy P. Donaldson 1976, Revised 1977 (DELPT), 1979, 1981, 1987, Judy P. Donaldson.

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## DESCRIPTION OF THE LANGUAGE/CULTURAL TEST BATTERY

**The Language/Cultural Test Battery** consists of three sections:

**Section I** - *BOEHM Test of Basic Concepts**

This test may be administered to large groups. It is administered in English for Forms A1 and A2. Forms B1 and B2 are administered in the native language. This test determines the listening comprehension ability of the student in the native language as compared to English, thereby indicating in which language the student is dominant.

**Section II** - *Donaldson English Language Proficiency Test (DELPT)*

This test measures Language Arts skills in a series of subtests:

Test I - Auditory Discrimination–may be administered to large groups

Test II - Listening Comprehension (TPR)

Test III - Speaking Ability–may also be used for written expression

Test IV - Basic Reading–given in two parts

Test V - Handwriting Skills–may be administered to large groups

Test VI - Spelling Skills–may be administered to large groups

Test VII - Quick Word Comprehension for Reading Grade Level

Test VIII - Oral Reading with Comprehension and Reading Grade Level

**Section III** - *Transcultural Assessment Instrument (TCAI)*

This section measures the degree of Cultural Attitude and Maintenance of the student. It consists of 4 parts, each of which is scored on a basis of points and percent scores, depending upon the student's response. The parts are as follows:

Part I - Language Dominance in the Home

Part II - Language and Reading in the Environment

Part III - Self Concept

Part IV - Foods and Customs

*Forms B1 and B2 are recorded on cassettes in 33 languages. For information about ordering the cassettes and the *BOEHM Test of Basic Concepts*, Booklets A1, A2, B1 and B2, write to: Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-0952.

## ADMINISTRATION TIME REQUIRED

**Time required to administer each part of The Language/Cultural Test Battery**

Section I — *BOEHM Test of Basic Concepts*
Total Time: 20-25 minutes
Forms A1, A2, B1, and B2

Section II — *Donaldson English Language Proficiency Test (DELPT)*
Total Time: 16-43 minutes

- Test I - Auditory Discrimination, Time: 3-5 minutes
- Test II - Listening Comprehension, Time: 1-2 minutes
- Test III - Speaking Ability, Time: 2-3 minutes
- Test IV - Basic Reading Skills, Part 1 or Part 2 (use only one part), Time: 1-2 minutes
- Test V - Handwriting, Time: 1-3 minutes
- Test VI - Spelling, Time: 2-3 minutes
- Test VII - Quick Word Comprehension and Grade Level, Time: 3-10 minutes
- Test VIII - Individual Oral Reading Test - Comprehension and Recall (with grade level), Time: 3-15 minutes

Section III — *Transcultural Assessment Instrument (TCAI)*
Total Time: 10-18 minutes

- Part I - Language Dominance in the Home
  Time: 2-3 minutes
- Part II - Language and Reading in the Environment
  Time: 3-5 minutes
- Part III - Self Concept, Time: 2-5 minutes
- Part IV - Foods and Customs, Time: 3-5 minutes

NOTE: Testing times may vary due to ability of individual student. The entire test may be administered in one session or by individual sections.

Combined Total Time: 46 minutes to 1 hour 26 minutes.

## CLASSIFICATION OF STUDENTS ACCORDING TO "LAU" CATEGORIES*

The following are percentage scores for Sections I, II, and III based on the number correct on **The Language/Cultural Test Battery.**

Section I - *BOEHM Test of Basic Concepts*
(Tests listening comprehension, comparison of native language and English)

| | | |
|---|---|---|
| A | 0 - 54% = | Non-Proficient Level (native language only) |
| B | 56 - 68% = | Transitional Level (native language dominant) |
| C | 70 - 100% = | Bilingual or Proficient Level |
| D | | Student is proficient in English, 70% or better, but Transitional (B), 56-68% in presumed native language. |
| E | | Student is proficient in English, 70% or better, but scores as Non-Proficient (A), 0 - 54% in the presumed native language. Speaks English only. |

Section II - *Donaldson English Language Proficiency Test (DELPT)*

| | | |
|---|---|---|
| A | 0 - 59% = | Non-Proficient Level |
| B | 60 - 79% = | Transitional Level |
| C | 80 - 100% = | Proficient Level |
| D | | Student is proficient in English, but scores as Transitional (B), 60 - 79% to Non-Proficient (A), 0 - 59% in the presumed native language. |
| E | | Student is proficient in English, but scores as Non-Proficient (A), 0 - 59% in the presumed native language. |

Section III - *Transcultural Assessment Instrument (TCAI)*

| | | |
|---|---|---|
| A | 80 - 100% = | Native Culture Dominant |
| B | 40 - 55% = | Transcultural or Transitional |
| C | 57 - 77% = | Bicultural |
| D | 25 - 38% = | Anglo Cultural Dominant |
| E | 25 - 38% = | Anglo Cultural Dominant |

If desired, the Lau Categories may be defined more specifically, such as: A/B, B/C, C/B, etc. The first letter represents the Lau classification for Section I, Listening Comprehension, *BOEHM Test of Basic Concepts*. The second letter refers to over-all ability as demonstrated in English for Section II, *DELPT*. A student whose category is shown as C/B would be bilingual, 70% or higher, for Listening Comprehension, Section I and Transitional, 60 - 79% in over-all facility with English for Section II, *DELPT*.

* See page 4 for explanation of Lau Categories A, B, C, D & E.

## INSTRUCTIONS FOR SCORING THE LANGUAGE/CULTURAL TEST BATTERY

Record the scores for each section on the Score Sheet in the designated areas.

**Section I** - *BOEHM Test of Basic Concepts*

Count the number correct for Forms A1 and A2. Look at the score chart for the *BOEHM Test of Basic Concepts*. Find the percent score which corresponds to the number correct. Enter the percent score on the Score Sheet where it indicates:

*BOEHM* A1 and A2 number correct _____ %_____.

Do the same for Forms B1 and B2. A score of 70% or higher on Forms A and B indicates that the student is bilingual. If the score is higher for one form than the other, then the form with the highest score indicates the dominant language. Record the dominant language on the proper line.

**Section II** - *Donaldson English Language Proficiency Test (DELPT)*

Test I through VI will be scored on one of these levels*:

| | | | | | |
|---|---|---|---|---|---|
| C, D, E: | 80 | to | 100% | = | Proficient Level |
| B: | 60 | to | 79% | = | Transitional Level (Student needs help.) |
| A: | 0 | to | 59% | = | Non-proficient Level (Student is confused and needs help.) |

Test VII shows word comprehension proficiency and grade level score. The grade level to which the student reads with **no** errors prior to the level in which 3 or more words are missed, is usually the reading instruction grade level.

Test VIII shows the reading comprehension levels for reading ability and grade level score as either Free, Instruction, or Frustration. It also shows individual areas in which the student needs help, e.g. vowels, initial or final sounds, etc.

If the student cannot read or spell, indicate this on the Score Sheet in the space provided by the number correct for Tests VI, VII and VIII. If the student cannot read or spell, divide by the number of tests completed for Tests I - VI.

**Example:** Student cannot spell - divide by 5 rather than 6.
Student cannot spell or write - divide by 4 rather than 6.

**Section III** - *Transcultural Assessment Instrument (TCAI)*

There are 4 parts to this section. Score each part according to the instructions for that part. Total the percent scores. Divide the total by 3. Score as follows, excluding Part III, Self Concept; it is personal opinion, not necessarily cultural.

| | | | | | |
|---|---|---|---|---|---|
| * A: | 80 | to | 100% | = | Native Dominant |
| * B: | 60 | to | 78% | = | Transcultural |
| * C: | 46 | to | 58% | = | Bicultural |
| * D/E: | 1 | to | 45% | = | Anglo Cultural Dominant |

* See page 4 for explanation of Lau Categories A, B, C, D & E.

## LANGUAGE/CULTURAL TEST BATTERY SCORE SHEET

Name:_____ Date:_____

Grade:____ Age:____ School:_____

Contact Person:_____

**Section I** - *BOEHM Test of Basic Concepts*

English Form A1 and A2 # Correct_____%_____
Native Language Tested_____
B1 and B2 # Correct_____%_____
Bilingual_____(yes or no)
Dominant Language_____

**Section II** - *Donaldson English Language Proficiency Test (DELPT)*

Test I - Auditory Discrimination # Correct_____%_____Level_____
Test II - Listening Comprehension # Correct_____%_____Level_____
Test III - Speaking Ability # Correct_____%_____Level_____
Test IV - Basic Reading Skills # Correct_____%_____Level_____
Part 1 (PP to P) or 2 (1.0 to 2.5) Circle the one used.*
Test V - Handwriting Skills # Correct_____%_____Level_____
Test VI - Spelling (PP to P) # Correct_____%_____Level_____
Test VII - Quick Word Comprehension Grade Level_____
Test VIII - Oral Reading Comprehension Grade Level_____

Phonics and Vowels_____ Need help_____ No help needed_____

If student cannot read or spell, indicate this on the line for number correct for Tests IV, VI, VII, and VIII. (For example: NC = no comprehension)

To determine the overall proficiency level for Section II, add the % score totals for each Section I through VI. Divide this sum by 6. Example: I = 80%, II = 70%, III = 60%, IV = 90%, V = 100%, VI = 90%. Total = 490. Divide 490 by 6 = 81. When dividing, if the remainder is 5 or more, round up to the next higher number. If student cannot read or spell, divide by the number of tests completed for Tests I - VI. Example: Student cannot spell, divide by 5 rather than 6. Student cannot spell or write, divide by 4 rather than 6, etc.

**Total Percent Score**

| | | |
|---|---|---|
| 80 to 100% = Proficient Level | | Language Interference - ____ |
| 60 to 79% = Transitional Level (needs help) | | Language Interference - yes |
| 0 to 59% = Non-Proficient Level (needs help) | | Language Interference - yes |

Record the proficiency level in the designated space below. Do the same for language interference.

Total Proficiency Level_____ Language Interference_____ (yes or no) Lau Category_____

* For Test IV, use the score for Part 1 or Part 2 only; see directions on the test.

**Section III** - *Transcultural Assessment Instrument (TCAI)*

Part I - Language Dominance in the Home %_____
Part II - Language and Reading in the Environment %_____
Part III - Self Concept %_____Poor_____Fair_____Good_____Excellent_____
Part IV - Foods and Customs %_____
TOTAL %_____

Student reads/writes _____ language best.
English/Native

Divide the total % sum by 3. This result is the number which will determine the degree of cultural attitude and maintenance.*

80% to 100 = Native Culture Dominant_____
60% to 78 = Transcultural_____
46% to 58 = Bicultural_____
1% to 45 = Anglo Culture Dominant_____

Suggestions for remediation:_____

_____

_____

_____

_____

_____

* The % scores may be eliminated if desired or more feasible. Simply evaluate the responses. If the responses indicate **all** or **mostly** native influences = Native Cultural Dominant. If native culture and Anglo (English) are present—somewhat, but divided, both languages spoken by most members, etc., = Bicultural. If no native language, dances, music, foods, etc., or only a small amount = Anglo cultural dominant.

## INDIVIDUALIZED EDUCATIONAL PRESCRIPTION

Name:_____ Date:_____

Grade:____ Teacher:_____

School:_____ Language Category:_____

A = monolingual, native language; B = speaks mostly native language and some English;
C = bilingual; D = speaks mostly English and some native language; E = monolingual, English.

**Suggestions for Remediation**

1) Learn alphabet letters, names, and sounds. Learn the vowels, long and short sounds.
2) Learn physical responses and body parts.
3) Learn word building skills such as: a + t = at, b + a + t = bat, etc. Learn how to spell better.
4) Help with phonics and word attack skills.
5) Help with oral communication skills.
6) Help with use of 3rd person, plurals, tense and agreement.
7) Help with written communication skills.
8) There is native language phonological interference and auditory discrimination difficulty with these letters and or blends:
9) Student has some confusion with left and right.
10) Possible eye hand (fine gross motor coordination) difficulty. Further tests may be advisable.
11) Reversals when reading or copying letters, numbers, shapes.
12) Misreading, many substitutions and/or omissions.
13) Learn the Dolch Word Lists.
14) Learn times tables.
15) Student thinks in native language before responding in English.
16) Student reads and writes native language best.

Circle the items or areas in which the student needs to improve. For example:

#1 - List the letters or sounds of the alphabet that need to be learned.

#8 - List the letters or blends such as noted on the test for Auditory Discrimination - see Test Section II, Test #I (th/d, b/p, ch/sh, w/v, etc.).

#15 - This information is obvious if the student can't speak English. However, Test Section III, Part #II, Language & Reading in the Environment, question #6, will provide the answer for students who are not fully bilingual. Other suggestions for remediation may also be listed as needed.

## LANGUAGE/CULTURAL TEST BATTERY - SECTION I

### *BOEHM TEST OF BASIC CONCEPTS**

Time required: 20-25 min.

This section of **The Language/Cultural Test Battery** describes the *BOEHM Test of Basic Concepts*. Half of this test is administered via taped recording in the student's native language, and half is administered in English. This test uses 4 booklets with pictures to test student's listening comprehension ability in English as it compares to the native language. Forms A1 and A2 are administered in English. Forms B1 and B2 are administered in the native language.

The *BOEHM Test of Basic Concepts* was designed to be used with students from age 4 to second grade. Its purpose is to determine whether the student possesses sufficient knowledge of those concepts considered to be essential in order to start formal education. However, age and grade in school appear to have no bearing on the performance ability of LEP (Limited English Proficient) students. The criterion is how well the student comprehends these basic concepts in English when compared to the native language. Older students may score lower than second grade students if they do not comprehend English.

**The Language Cultural Test Battery** has incorporated The *BOEHM Test of Basic Concepts* for these reasons:

- It is easy to administer and score. (This portion of the test may be administered to a large group.)
- It has 100 pairs of questions which test for knowledge of concepts in these categories: Space, Quantity, Time, and a Miscellaneous Category.

**CONTEXT CATEGORIES:**
**S = Space (location, direction, orientation, dimensions)**
**Q = Quantity (and number)**
**T = Time**
**M = Miscellaneous**

- It does not require that the student be able to read or write. Responses are made with a mark of X. (The test works equally well for K-12 or adult.)

Directions

1) Administer the test, Forms A1 and A2 in English, as per instructions included.

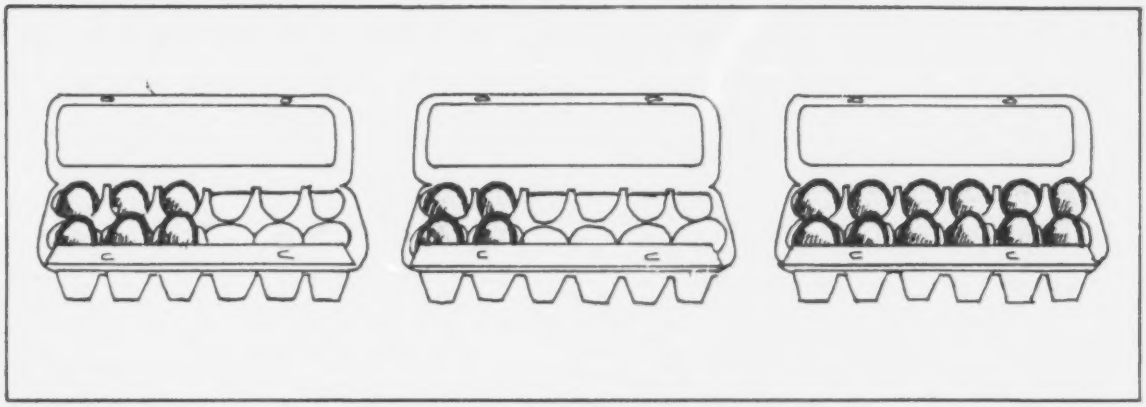
2) Select the tape recorded test in the native language of the student for Forms B1 and B2.

3) Administer B1 and B2.

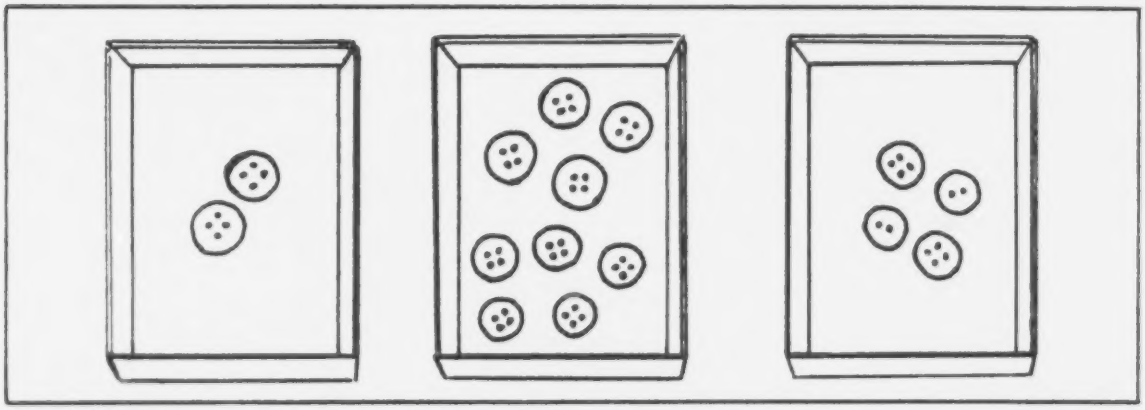
*See page 72 for ordering information.

**Examples**

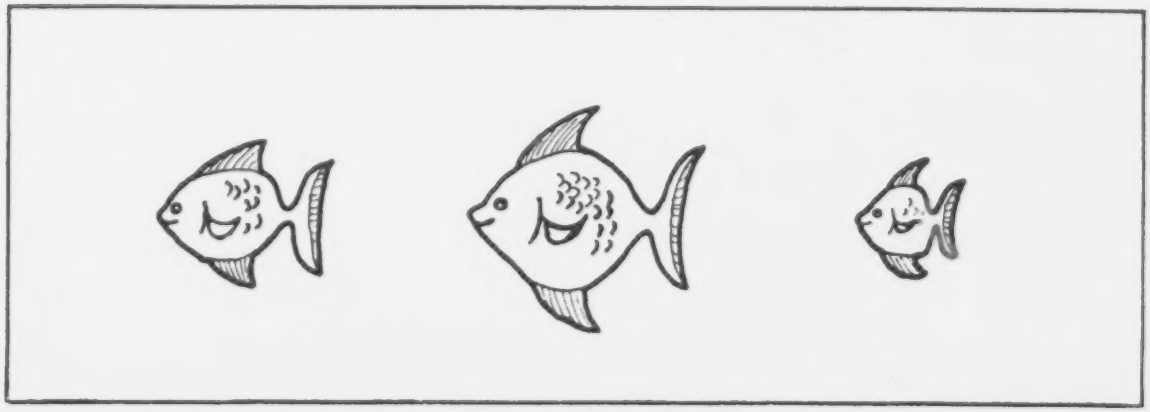
Booklet A1, #13 - The concept is "most". The directions you give would be: "Look at the cartons of eggs. Mark the carton that has the most eggs."



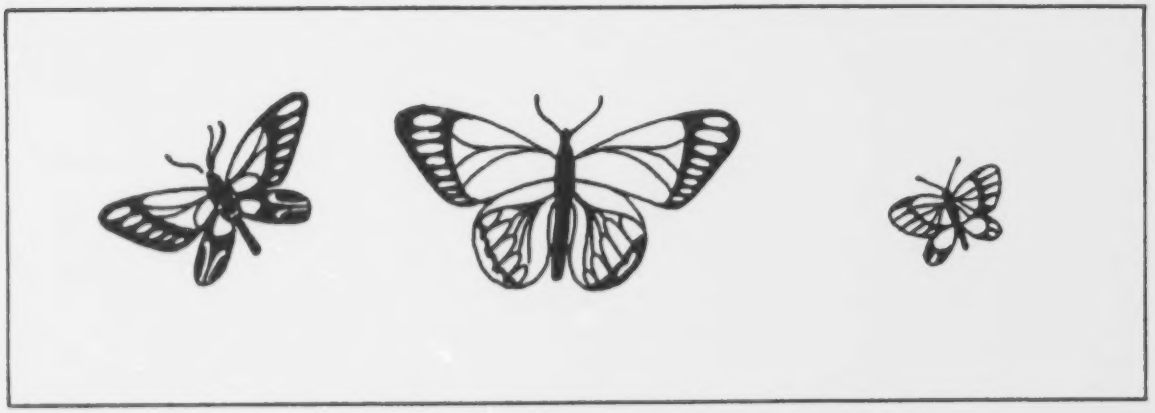
Booklet B1, #13 - The concept is "most". The directions (in native language on cassette) would be: "Look at the boxes of buttons. Mark the box that has the most buttons."



Booklet A2, #37 - The concept is "medium-sized". The directions you give would be: "Look at the fish. Mark the fish that is medium-sized."



Booklet B2, #37 - The concept is "medium-sized". The directions (in native language on cassette) would be: "Look at the butterflies. Mark the butterfly that is medium-sized."



**Scoring:** Count the total number correct for Forms A1 and A2. Record the number on **The Language/Cultural Test** Battery Score Sheet under Section I - *BOEHM Test of Basic Concepts* English Form A1 and A2 # Correct _____%_____. Do the same for Forms B1 and B2. Turn to the score chart for this section and record the % score beside the # score for Forms A1 and A2. Do the same for Form B.

**Example:** Form A = 46 correct = 92%
Form B = 42 correct = 84%

Record this information on **The Language/Cultural Test Battery** Score Sheet. A score on both Forms A & B of 70% or higher = a Bilingual student. Mark on the score sheet either yes or no where indicated.

The form with the highest % score determines the dominant language. Example: Form A = 92%; Form B = 84%; Bilingual - **yes**; Dominant Language - **English**. A score below 70% on Form A or B indicates that the student is struggling, depending on how far below 70% the score may be.

There are exceptional students who may have a low score in English (A1 & A2) and/or native language (B1 & B2). Factors to consider: age of the student, prior schooling, number of schools previously attended, and location of the schools. Students who move frequently often have low achievement. Academic requirements vary with each state and country. Students with some learning disabilities may score low in English when English is their native language.

**SECTION I - SCORE CHART FOR *BOEHM TEST OF BASIC CONCEPTS***

| # Correct | % Correct | # Correct | % Correct |
|---|---|---|---|
| 50 | 100 | 25 | 50 |
| 49 | 98 | 24 | 48 |
| 48 | 96 | 23 | 46 |
| 47 | 94 | 22 | 44 |
| 46 | 92 | 21 | 42 |
| 45 | 90 | 20 | 40 |
| 44 | 88 | 19 | 38 |
| 43 | 86 | 18 | 36 |
| 42 | 84 | 17 | 34 |
| 41 | 82 | 16 | 32 |
| 40 | 80 | 15 | 30 |
| 39 | 78 | 14 | 28 |
| 38 | 76 | 13 | 26 |
| 37 | 74 | 12 | 24 |
| 36 | 72 | 11 | 22 |
| 35 | 70 | 10 | 20 |
| 34 | 68 | 9 | 18 |
| 33 | 66 | 8 | 16 |
| 32 | 64 | 7 | 14 |
| 31 | 62 | 6 | 12 |
| 30 | 60 | 5 | 10 |
| 29 | 58 | 4 | 8 |
| 28 | 56 | 3 | 6 |
| 27 | 54 | 2 | 4 |
| 26 | 52 | 1 | 2 |

## BASIC CONCEPTS TESTED

Results from the *BOEHM Test of Basic Concepts*, Booklets A1 and A2, indicate that the student lacks these concepts in **English**:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) | Top | 14) | Between | 27) | As many | 40) | Zero |
| 2) | Through | 15) | Whole | 28) | Side | 41) | Above |
| 3) | Away from | 16) | Nearest | 29) | Beginning | 42) | Every |
| 4) | Next to | 17) | Second | 30) | Other | 43) | Separated |
| 5) | Inside | 18) | Corner | 31) | Alike | 44) | Left |
| 6) | Some, not many | 19) | Several | 32) | Not first or last | 45) | Pair |
| 7) | Middle | 20) | Behind | 33) | Never | 46) | Skip |
| 8) | Few | 21) | Row | 34) | Below | 47) | Equal |
| 9) | Farthest | 22) | Different | 35) | Matches | 48) | In order |
| 10) | Around | 23) | After | 36) | Always | 49) | Third |
| 11) | Over | 24) | Almost | 37) | Medium-sized | 50) | Least |
| 12) | Widest | 25) | Half | 38) | Right | | |
| 13) | Most | 26) | Center | 39) | Forward | | |

Results from the *BOEHM Test of Basic Concepts*, Booklets B1 and B2, indicate that the student lacks these concepts in **Native Language**:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) | Top | 14) | Between | 27) | As many | 40) | Zero |
| 2) | Through | 15) | Whole | 28) | Side | 41) | Above |
| 3) | Away from | 16) | Nearest | 29) | Beginning | 42) | Every |
| 4) | Next to | 17) | Second | 30) | Other | 43) | Separated |
| 5) | Inside | 18) | Corner | 31) | Alike | 44) | Left |
| 6) | Some, not many | 19) | Several | 32) | Not first or last | 45) | Pair |
| 7) | Middle | 20) | Behind | 33) | Never | 46) | Skip |
| 8) | Few | 21) | Row | 34) | Below | 47) | Equal |
| 9) | Farthest | 22) | Different | 35) | Matches | 48) | In order |
| 10) | Around | 23) | After | 36) | Always | 49) | Third |
| 11) | Over | 24) | Almost | 37) | Medium-sized | 50) | Least |
| 12) | Widest | 25) | Half | 38) | Right | | |
| 13) | Most | 26) | Center | 39) | Forward | | |

## LANGUAGE/CULTURAL TEST BATTERY - SECTION II

### *DONALDSON ENGLISH LANGUAGE PROFICIENCY TEST (DELPT)*

**Purpose:** To measure the following Language Arts Skills as demonstrated in English

Test I - Auditory Discrimination
Test II - Listening Comprehension (TPR)
Test III - Speaking Ability* (if used for test of writing ability)
Test IV - Basic Reading Skills (Parts 1 and 2)
Test V - Handwriting Skills*
Test VI - Spelling*
Test VII - Quick Word Comprehension (Reading grade level is indicated.)
Test VIII - Oral Reading Comprehension (Reading grade level is indicated.)

*May be administered to large group or individually.

**Subtest Descriptions**

**Test I - Auditory Discrimination** tests for native phonological interferences with English while using English word pairs. Every language has certain letters or sound representations which are often "misheard" or "mispronounced" when using the new second language.

**Test II - Listening Comprehension** is a short test of commands in English which provide a wide range of pupil responses (TPR - Total Physical Response).

**Test III - Speaking Ability** (May also be used as a test of writing ability.) Scoring criteria would be the same as for verbal responses. This test is designed to measure the ability of the individual to respond in English to a variety of verbal questions. It also indicates at what level the individual is able to express himself, e.g., badly fragmented or poor grammar, phrased responses, complete sentences, good grammar, etc.

**Test IV - Basic Reading** (given in 2 parts depending on the student's ability) measures the basic word attack skills such as ability to correctly name alphabet characters and to say a phonetic equivalent for each one in English. It measures how well the individual can say words at the primary level. It is a short, quick screening device. Words were selected on the basis of simplest phonic generalizations from lists of words most commonly used at the preprimer and primer levels. Part 2 of Test IV is used only for the individual who was able to perform successfully the tasks in Part 1 of Test IV. It uses simple words with a reading level of 1 to 2+. The student is asked to read the individual words, then a two, three, four, and five word phrase. The later tasks involve reading more complex sentences. The purpose is to determine how fluently the individual reads and pronounces words in English. Both forms have a wide range and yet are short in number of items. This test is **not** for comprehension. It is for testing decoding ability only.

**Test V - Handwriting** tests fine motor coordination with hands and eyes. This information is also helpful in determining reading readiness. The words **first** and **bird** were chosen because the letters I and R are frequently transposed if the individual has reading reversal problems. The letters b, d, and p are included for the same reason.

**Test VI - Spelling** tests the spelling of basic words from English preprimer and primer levels which frequently are misspelled due to native phonological interference. This test is short and covers consonant diphthongs, vowel digraphs and final sounds.

**Test VII - Quick Word Comprehension and Grade Level** has a wide range, preprimer through grade 10. It tests how well the student comprehends words out of context and how well he or she can say them in English. The test is short and quick to administer, giving a reading grade score which can be used for comparison/placement with the Oral Reading Comprehension Test.

**Test VIII - Oral Reading Comprehension** tests the level of reading ability based on reading comprehension at the lowest level (recall). Oral reading skills such as fluency, pronunciation and expression are shown. Reading grade level is determined by the comprehension level. It is a short test; it is comprehensive and gives a grade level score. It also shows individual areas where the student needs help, e.g., vowels, substitutions, reversals, etc. Sample answers and in-depth scoring information are included for each test.

## INTERPRETATION OF DATA

### Levels of English Proficiency

| | | |
|---|---|---|
| Proficient Level: | Test I - VI: | Score of 80% or higher |
| | Test VIII: | Instruction and Free Reading Grade Levels with comprehension |
| Transitional Level: | Tests I - VI: | Score of 60 to 79% |
| | Test VIII: | Instruction, Frustration and Free Reading Grade Levels with comprehension |
| Non-Proficient Level: | Tests I - VI: | Score of 0 to 59% |
| | Test VII: | Shows the Reading Comprehension Grade Level for words out of context |

**Scoring:** Tests I, II, IV, V, and VI

8 to 10 correct = 80 to 100% = Proficient Level
6 to 7 correct = 60 to 70% = Transitional (needs help)
1 to 5 correct = 10 to 50% = Confused (needs help)

Test III - Responses are scored as follows:

1 = Inappropriate response or no comprehension of question.
2 = Appropriate, but badly fragmented or poor grammar.
3 = Phrased response, not a complete sentence, may have 1 or 2 grammar errors.
4 = Complete sentence, person, tense, grammar, etc. are in agreement.

There are ten questions. Total possible score is 40. A score of:

32 or above = 80 to 100% = Proficient Level
24 to 31 = 60 to 77% = Transitional Level
23 or less = 57% or less = Frustration Level

Test VII shows word comprehension out of context and reading proficiency with a grade level score.

Test VIII shows comprehension and recall level, Free, Instruction, Frustration levels for reading ability and grade level score. It also shows individual areas in which the student needs help, e.g., vowels blends (ch, sh, th) initial or final sounds, etc.

## TEST I - AUDITORY DISCRIMINATION SCORE SHEET

**Directions:** Select the word list from the following six pages with the title of the native language of the student being tested. Explain that you are going to play a word game of "same, different." Say to the student, "I will say two words. Listen very carefully because I can only say the words one time. If the words are the very same, like cat, cat,* tell me, 'same.' If the words are different, like cat, rat, tell me, 'different.' Now, let's play for a minute to see if you understand." Say the following pairs while standing behind the student, so that he/she cannot see your lips move: "fish, dish," _____ (same or different). Pause for student response. Then tell the student "good" so that he/she understands. Then say the following: "rat, rat," _____ (same or different). Pause for student response. If the student understands,** say, "Good, now we will play our same - different game. Remember, I can only say each pair one time. Do you have any questions?" **Proceed with the test.** Record S for same, and D for different on the line beside the word pairs as the student responds.

*You may also use the student's name.
For example: Mary, Mary = 'same'; Mary, Larry = 'different'.

**If the student does not understand same/different, write NC on this part of the test and go to Test II. Do the same for subsequent tests for which the student has no comprehension.

**Scoring:** There are 20 points possible, one for each correct response.

16 to 20 points = 80 to 100% = Proficient Level
11 to 15 points = 55 to 75% = Transitional Level
1 to 10 points = 5 to 50% = Non-Proficient Level

| # Correct | % Correct | |
|---|---|---|
| 20 | 100 | |
| 19 | 95 | |
| 18 | 90 | Proficient Level |
| 17 | 85 | |
| 16 | 80 | |
| 15 | 75 | |
| 14 | 70 | |
| 13 | 65 | Transitional Level |
| 12 | 60 | |
| 11 | 55 | |
| 10 | 50 | |
| 9 | 45 | |
| 8 | 40 | |
| 7 | 35 | |
| 6 | 30 | Non-Proficient Level |
| 5 | 25 | |
| 4 | 20 | |
| 3 | 15 | |
| 2 | 10 | |
| 1 | 5 | |

SCORE: # Correct_____ % Correct_____ Level_____

## TEST I - WORD PAIRS FOR AUDITORY DISCRIMINATION TEST

### ARABIC

1) smole, small_____
2) truck, truck_____
3) hall, hall_____
4) sheep, ship_____
5) ball, bowl_____
6) frag, frog_____
7) frag, frag_____
8) hot, hut_____
9) comftable, comfortable_____
10) ford, forth_____
11) bowl, bowl_____
12) hut, hut_____
13) track, truck_____
14) hole, hall_____
15) that, thought_____
16) ball, ball_____
17) ship, ship_____
18) hot, hot_____
19) thought, thought_____
20) forth, forth_____

### CAMBODIAN

1) worry, worry_____
2) work, vork_____
3) sta, sta_____
4) star, star_____
5) torn, toen_____
6) gull, gull_____
7) Dick, thick_____
8) storm, stom_____
9) thousand, thousand_____
10) shirt, chirt_____
11) acade, arcade_____
12) chirt, shirt_____
13) sousand, thousand_____
14) star, sta_____
15) torn, torn_____
16) girl, gull_____
17) work, work_____
18) vorry, worry_____
19) toen, torn_____
20) Dick, Dick_____

### CHINESE

1) with, wit_____
2) teeth, teet_____
3) thick, tick_____
4) Jes, Jes_____
5) them, tem_____
6) these, tease_____
7) those, toes_____
8) soo, soo_____
9) soup, zoup_____
10) shirt, surt_____
11) yes, Jes_____
12) ax, ast_____
13) thick, thick_____
14) these, these_____
15) zoo, soo_____
16) ax, ax_____
17) yes, Jes_____
18) toes, those_____
19) wit, with_____
20) surt, surt_____

### CZECHOSLOVAKIAN

1) this, this_____
2) thumb, tum_____
3) thank, tank_____
4) teeth, teeth_____
5) thing, ting_____
6) vindow, window_____
7) three, tree_____
8) both, boat_____
9) work, vork_____
10) this, dis_____
11) thing, thing_____
12) tree, tree_____
13) winter, winter_____
14) work, work_____
15) teeth, teet_____
16) boat, boat_____
17) tank, tank_____
18) window, window_____
19) three, three_____
20) winter, vinter_____

### DANISH

1) very, very_____
2) we, ve_____
3) warm, varm_____
4) teeth, teeth_____
5) ship, sheep_____
6) dirty, thirty_____
7) wish, wish_____
8) yust, just_____
9) very, wery_____
10) teeth, teet_____
11) south, sout_____
12) window, vindow_____
13) ship, ship_____
14) thirty, thirty_____
15) vish, wish_____
16) just, just_____
17) we, we_____
18) south, south_____
19) sheep, sheep_____
20) dirty, dirty_____

### DUTCH

1) thick, tick_____
2) teeth, teet_____
3) that, dat_____
4) these, deez_____
5) just, yust_____
6) through, through_____
7) shoes, shoes
8) wrote, rode_____
9) put, put_____
10) under, onder_____
11) deez, deez_____
12) rode, rode_____
13) through, true_____
14) that, that_____
15) yust, yust_____
16) tick, tick_____
17) dat, dat_____
18) shoes, choose_____
19) put, putt_____
20) onder, onder_____

**FILIPINO (TAGALOG)**

1) very, very_____
2) jump, jump_____
3) jello, yellow_____
4) victory, bictory_____
5) use, juice_____
6) taught, thought_____
7) zip, zip_____
8) these, deeze_____
9) think, think_____
10) sipper, sipper_____
11) juice, juice_____
12) sipper, zipper_____
13) berry, very_____
14) sip, zip_____
15) tink, think_____
16) these, these_____
17) sip, sip_____
18) jello, jello_____
19) jump, jump_____
20) use, use_____

**FINNISH**

1) then, ten_____
2) wine, vine_____
3) zipper, sipper_____
4) teeth, teet_____
5) both, bof_____
6) jeep, cheap_____
7) shall, sal_____
8) chair, share_____
9) shoes, choose_____
10) bee, bee_____
11) wine, wine_____
12) teeth, teeth_____
13) both, both_____
14) bee, pea_____
15) share, share_____
16) ten, ten_____
17) cheap, cheap_____
18) shoes, shoes_____
19) then, then_____

**FRENCH**

1) boewoe, borrow_____
2) won, won_____
3) harem, harem_____
4) rabbit, whabbit_____
5) woe, woe_____
6) horror, hower_____
7) wurry, wurry_____
8) grow, gwo_____
9) window, window_____
10) run, won_____
11) worry, wurry_____
12) tomorrow, tomorwoe___
13) woe, row_____
14) window, vindow_____
15) borrow, borrow_____
16) harem, hirem_____
17) horror, horror_____
18) tomorrow, tomorrow___
19) run, run_____
20) window, window____

**GERMAN**

1) where, wear_____
2) then, den_____
3) where, where_____
4) jeep, cheap_____
5) jeep, jeep_____
6) few, view_____
7) view, view_____
8) ran, rain_____
9) wail, wail_____
10) well, wail_____
11) shall, shawl_____
12) do, too_____
13) shall, shall_____
14) lit, lid_____
15) do, do_____
16) lit, lit_____
17) thumb, dumb_____
18) thumb, thumb_____
19) then, then_____
20) ran, ran_____

**GREEK**

1) sheep, ship_____
2) chop, shop_____
3) sheep, sheep_____
4) shop, shop_____
5) shoe, chew_____
6) chew, dew_____
7) hot, hut_____
8) her, hair_____
9) hair, hair_____
10) hut, hut_____
11) shown, sewn_____
12) sewn, sewn_____
13) hurt, herd_____
14) hurt, hurt_____
15) sit, set_____
16) set, set_____
17) pin, pen_____
18) pin, pin_____
19) pit, pot_____
20) pot, pot_____

**HEBREW**

1) think, sink_____
2) sigh, sigh_____
3) three, three_____
4) through, srue_____
5) that, that_____
6) zem, them_____
7) with, wiz_____
8) teeth, tees_____
9) both, bos_____
10) these, these_____
11) those, doze_____
12) sink, sink_____
13) thigh, sigh_____
14) that, that_____
15) them, them_____
16) that, dat_____
17) sink, sink_____
18) both, both_____
19) three, sree_____
20) teeth, teeth_____

**HINDI**

1) tings, tings_____
2) thick, trick_____
3) bick, pick_____
4) choose, choose_____
5) this, tis_____
6) big, pig_____
7) wery, very_____
8) things, tings_____
9) we, ve_____
10) tree, tree_____
11) shoes, shoes_____
12) pig, big_____
13) thick, thick_____
14) pick, pick_____
15) shoes, choose_____
16) very, very_____
17) tree, three_____
18) big, big_____
19) we, we_____
20) this, this_____

**HUNGARIAN**

1) these, zees_____
2) they, they_____
3) that, zat_____
4) this, this_____
5) they, day_____
6) that, dat_____
7) three, three_____
8) water, water_____
9) that, that_____
10) work, vork_____
11) water, vater_____
12) this, zis_____
13) thick, sick_____
14) they, they_____
15) these, these_____
16) thick, thick_____
17) trick, trick_____
18) three, tree_____
19) those, dose_____
20) work, work_____

**HMONG**

1) laugh, leaf_____
2) leaf, leave_____
3) wrist, wrist_____
4) three, three_____
5) dot, dog_____
6) were, were_____
7) letter, letter_____
8) race, raise_____
9) lift, left_____
10) thing, thing_____
11) though, thought_____
12) wrist, rest_____
13) letter, ledder_____
14) three, three_____
15) raise, raise_____
16) lift, lift_____
17) though, though_____
18) were, wear_____
19) think, thing_____
20) dog, dog_____

**INDONESIAN**

1) zipper, zipper_____
2) use, juice_____
3) taught, taught_____
4) few, view_____
5) thick, thick_____
6) teet, teef_____
7) lit, lid_____
8) view, view_____
9) then, then_____
10) head, head_____
11) jeep, cheap_____
12) use, use_____
13) thought, taught_____
14) tick, thick_____
15) lit, lit_____
16) then, den_____
17) teeth, teeth_____
18) jeep, jeep_____
19) zipper, sipper_____
20) head, hat_____

**ITALIAN**

1) fad, fed_____
2) bank, bend_____
3) bed, bed_____
4) fad, fad_____
5) bad, bed_____
6) bend, bend_____
7) reed, rid_____
8) fool, full_____
9) read, red_____
10) bad, bad_____
11) rid, rid_____
12) full, full_____
13) live, live_____
14) leave, live_____
15) piece, piece_____
16) piece, pace_____
17) is, is _____
18) his, is_____
19) chew, shoe_____
20) shoe, shoe_____

**JAPANESE**

1) rub, love_____
2) ban, van_____
3) very, berry_____
4) fifty, nifty_____
5) thousand, sousand_____
6) worm, worm_____
7) bone, born_____
8) red, red_____
9) gam, gum_____
10) lead, lead_____
11) thousand, thousand_____
12) very, very_____
13) fifty, fifty_____
14) horse, hose_____
15) gam, gam_____
16) sousand, sousand_____
17) red, lead_____
18) lave, love_____
19) worm, warm_____
20) hose, hose_____

**KOREAN**

1) hold, fold_____
2) fold, fold_____
3) white, fight_____
4) thought, thought_____
5) word, word_____
6) jeep, zip_____
7) fry, fly_____
8) border, border_____
9) lice, rice_____
10) fight, fight_____
11) light, right_____
12) border, barter_____
13) sought, thought_____
14) light, light_____
15) right, right_____
16) hold, hold_____
17) thank, dank_____
18) fry, fry_____
19) word, ward_____
20) lice, lice_____

**LAOTIAN**

1) slip, sleep_____
2) ship, sheep_____
3) slip, slip_____
4) fit, pit_____
5) sheep, sheep_____
6) fit, fit_____
7) girl, gull_____
8) had, has_____
9) gull, gull_____
10) had, had_____
11) teeth, teet_____
12) got, cot_____
13) teeth, teeth_____
14) fat, pat_____
15) got, got_____
16) pat, pat_____
17) dem, them_____
18) dem, dem_____
19) this, dis_____
20) dis, dis_____

**NAVAJO**

1) thank, tank_____
2) farther, farder_____
3) mudder, mother_____
4) thank, thank_____
5) wif, with_____
6) farder, farder_____
7) brin, brin _____
8) wif, wif_____
9) bring, brin _____
10) think, dink _____
11) big, big _____
12) both, bof_____
13) mother, mother _____
14) tank, tank _____
15) teeth, teef _____
16) send, sand_____
17) pick, big _____
18) first, thirst _____
19) both, both_____
20) pick, pick_____

**NORWEGIAN**

1) tink, tink_____
2) shurch, church_____
3) chips, ships_____
4) jello, jello _____
5) with, wid_____
6) word, verd_____
7) thick, thick_____
8) thick, tink_____
9) thick, tick_____
10) shoes, shoes_____
11) ships, ships_____
12) yellow, yellow_____
13) word, word_____
14) chips, chips_____
15) verd, word_____
16) choose, choose_____
17) yellow, jello_____
18) with, with_____
19) tick, tick_____
20) shoes, choose_____

**PERSIAN**

1) girl, curl_____
2) thick, think_____
3) curl, curl_____
4) tree, three_____
5) thick, thick_____
6) three, three_____
7) three, through_____
8) through, true_____
9) what, white_____
10) hair, hair_____
11) word, world_____
12) white, white_____
13) word, word_____
14) sleep, slip_____
15) sleep, sleep_____
16) it, eat_____
17) it, it_____
18) is, ease_____
19) her, hair_____
20) ease, ease_____

**POLISH**

1) three, three_____
2) thin, thin_____
3) think, sink_____
4) thank, tank_____
5) very, vary_____
6) blend, blend_____
7) green, grin_____
8) blend, bland_____
9) hut, hut_____
10) thin, tin_____
11) think, think_____
12) three, tree_____
13) slit, sleet_____
14) thank, thank_____
15) sank, sank_____
16) tree, tree_____
17) thank, sank_____
18) grin, grin_____
19) hut, hat_____
20) sank, sank_____

**PORTUGUESE**

1) ship, sheep_____
2) chip, cheap_____
3) is, ease_____
4) sleep, sleep_____
5) will, will_____
6) rip, rip_____
7) slip, sleep_____
8) chip, chip_____
9) ease, ease_____
10) will, we'll_____
11) pat, pat_____
12) bat, bet_____
13) bet, bet_____
14) teen, teen_____
15) rip, reap_____
16) tin, teen_____
17) ship, chip_____
18) feet, fit_____
19) sheep, sheep_____
20) pat, pet_____

**RUSSIAN**

1) bet, bat_____
2) cat, cat_____
3) rub, rub_____
4) ham, hang_____
5) when, hen_____
6) cat, caught_____
7) rub, rob_____
8) brimming, bringing_____
9) when, when_____
10) wait, rate_____
11) thin, thin_____
12) lather, ladder_____
13) vat, that_____
14) when, when_____
15) wait, wait_____
16) ham, ham_____
17) rub, rob_____
18) lather, lather_____
19) fin, thin_____
20) cat, caught_____

**SAMOAN**

1) ging, king_____
2) zone, sone_____
3) think, think_____
4) bought, bought_____
5) pig, pig_____
6) sip, zip_____
7) king, king_____
8) bick, pick_____
9) pot, bought_____
10) last, lust_____
11) steel, steel_____
12) both, bof_____
13) thing, think_____
14) zone, zone_____
15) big, pig_____
16) last, last_____
17) mass, mass_____
18) still, steel_____
19) pick, pick_____
20) mess, mass_____

**SPANISH**

1) ship, sheep_____
2) year, ear_____
3) sheep, sheep_____
4) year, year_____
5) yellow, jello_____
6) cat, cat_____
7) chip, chip_____
8) sleep, slip_____
9) it, eat_____
10) chair, chair_____
11) chip, cheap_____
12) chop, shop_____
13) yellow, yellow_____
14) is, ease_____
15) slip, slip_____
16) share, chair_____
17) her, hair_____
18) shop, shop_____
19) ease, ease_____
20) ear, ear_____

**SWEDISH**

1) work, work_____
2) beet, bit_____
3) fin, thin_____
4) work, vork_____
5) seal, seal_____
6) jest, chest_____
7) gin, chin_____
8) just, just_____
9) seal, zeal_____
10) thin, thin_____
11) bat, but_____
12) thank, tank_____
13) bit, bit_____
14) vat, that_____
15) just, yust_____
16) gin, gin_____
17) thank, thank_____
18) chest, chest_____
19) that, that_____
20) bat, bat_____

**THAI**

1) beet, beet_____
2) we'll, will_____
3) fly, fly_____
4) three, tree_____
5) big, big_____
6) fly, fry_____
7) bit, pit_____
8) cat, cat_____
9) hoop, hoof_____
10) free, flee_____
11) big, beg_____
12) view, few_____
13) pat, fat_____
14) will, will_____
15) beet, bit_____
16) cat, cot_____
17) beet, bit_____
18) hoop, hoop_____
19) few, few_____
20) pit, pit_____

**TONGAN**

1) chew, shoe_____
2) dock, talk_____
3) chew, chew_____
4) do, two_____
5) do, do_____
6) dock, dock_____
7) big, pick_____
8) stab, step_____
9) thy, thigh_____
10) pick, pick_____
11) step, step_____
12) bill, pill_____
13) pill, pill_____
14) thigh, thigh_____
15) bond, pond_____
16) bond, bond_____
17) by, pie_____
18) pie, pie_____
19) cab, cap_____
20) cab, cab_____

**VIETNAMESE**

1) feet, fit_____
2) sack, shack_____
3) lock, rock_____
4) cheap, sheep_____
5) fly, fry_____
6) fat, pat_____
7) bath, bath_____
8) sheep, sheep_____
9) bath, path_____
10) buff, bus_____
11) top, stop_____
12) think, sink_____
13) watch, wash_____
14) hiss, hit_____
15) fit, fit_____
16) gas, gash_____
17) sky, ski_____
18) hit, hid_____
19) fry, fry_____
20) watch, watch_____

## TEST II - LISTENING COMPREHENSION

Time Required: 1-2 Minutes

**Directions:** Ask the student to perform each of the numbered tasks below. Mark a 1 on the line beside each numbered task that is performed correctly, and a zero if an incorrect response is given. There are 10 points possible. This is a test for TPR (Total Physical Response).

**Scoring:** Count the number correct. Mark this number where it says score: #Correct_____. Mark the % score on the line where it is indicated and the level where indicated.

8 to 10 = 80 to 100% = Proficient Level
6 to 7 = 60 to 70% = Transitional Level
1 to 5 = 10 to 50% = Non-Proficient Level

**Test**

1) Point to each color* as I say its name._____
(All colors must be correctly identified.)

2) Stand up. Sit down._____

3) Touch your ear._____

4) Touch your left foot with your right hand._____

5) Show me your smallest finger._____

6) Clap your hands once._____

7) Put the palm of your hand on your knee._____

8) Put your hands in front of you and lock your thumbs._____

9) Make a fist with your left hand._____

10) Blink your eyes 4 times, then keep them closed until I say, "Open your eyes."_____

*Use 8 common colors

SCORE: # Correct_____ % Correct_____ Level_____

## TEST III - SPEAKING

Time Required: 2-3 minutes

**Directions:** Use a normal tone of voice and speech. Use English only. Write individual responses exactly as stated by the student on the line beside each question. Only verbal responses are acceptable. Tell student to respond in complete sentences—if possible. Give the student an example. Score the responses on a point basis by circling a number as follows. If used for **written expression test**, score the same as for speaking test.*

1 = Inappropriate response or no comprehension of question.
2 = Appropriate, but badly fragmented or poor grammar.
3 = Phrased response, not a complete sentence, may have 1 or 2 grammar errors.
4 = Complete sentence; person, tense, grammar, etc., are in agreement.

***Scoring:** There are 40 points possible. Total all the points. A score of:

32 to 40 = 80 to 100% = Proficient Level
23 to 31 = 57 to 77% = Transitional Level (needs help but can communicate in Engish)
0 to 22 = 0 to 55% = Frustration Level (divide # of points by 40 = %)

**Test**

1) Why do you think people have dogs or cats in their homes?_____
_____ 1 2 3 4

2) Why do people work?_____
_____ 1 2 3 4

3) Where did you go to school before you came here?_____
_____ 1 2 3 4

4) If you could have anything you wanted, what would you ask for?
_____ 1 2 3 4

5) Why do children need to go to school?_____
_____ 1 2 3 4

6) When it rains, where do you think the water will go?_____
_____ 1 2 3 4

7) Why do some streets have lights that are red, green, or yellow?_____
_____ 1 2 3 4

8) Why do babies drink milk from a bottle?_____
_____ 1 2 3 4

9) Why do we need policemen?_____
_____ 1 2 3 4

10) What would you do if you had fifty dollars?_____
_____ 1 2 3 4

SCORE: # Correct_____ % Correct_____ Level_____

## TEST IV - TEST OF BASIC READING SKILLS

### Part 1 - PP to P Level

Time Required: 1-2 minutes

Use the score of this test **only** when the student is not able to read Part 2, or the score of Part 2 is below 60%. There is to be only one part used for the score; either Part 1 or Part 2.

**Directions:** Say to the student, as you point to each letter of the alphabet starting with Z and moving to A, for question #1, "Tell me the name of each letter as I point to it." Student does **not** need to say both upper and lower case letters. They are both included for students who may only recognize one or the other. Make a check mark above each letter misnamed. If two or more letters in question #1 are misnamed, mark question #1 wrong. For question #2, ask the student to tell you the sound of each letter* as you point to it. Give the following example: "A = ah, "B = ba." If there are two or more errors, mark question #2 wrong. This test shows if the student needs help with phonics. For questions #3 to #10, ask the student to say each word. If responses are not correct, then count them as errors.

**Scoring**

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | to | 10 correct | = | 80 to 100% | = | Proficient Level |
| 6 | to | 7 correct | = | 60 to 70% | = | Transitional Level |
| 1 | to | 5 correct | = | 10 to 50% | = | Non-Proficient Level |

**Test**

1) A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

   a b c d e f g h i j k l m n o p q r s t u v w x y z

2) a b c d e f g h i j k l m n o p q r s t u v w x y z

3) this

4) with

5) are

6) play

7) see

8) me

9) help

10) and

SCORE: # Correct_____ % Correct_____ Level_____

PHONICS: OK _____ Help Needed _____

NOTE: If student cannot read, mark an X here. ____

## TEST IV - TEST OF BASIC READING SKILLS

**Part 2* - Level 1 to 2+**

Time Required: 1-2 Minutes

**Directions:** Say to the student, "Read the following words or groups of words to me as I point to them." Point to each number preceding the word or groups of words.

***Scoring:** List the score for Test IV, Part 1 or 2 only. If student can score 60% or better on Part 2, use results for Part 2.

8 to 10 correct = 80 to 100% = Proficient Level
6 to 7 correct = 60 to 70% = Transitional Level
1 to 5 correct = 10 to 50% = Non-Proficient Level

**Test**

1) road
2) because
3) my father
4) mother and father
5) I have a special friend.
6) in my house upstairs
7) The neighborhood is pretty.
8) Before we moved here, we lived in Granger.
9) When I grow up I'd like to be a doctor or a teacher.
10) I wish I could help my father, my mother, my sister, my brother, and everyone in the whole world.

SCORE: # Correct_____ % Correct_____ Level_____

NOTE: If student cannot read, mark an X here. _____

**TEST V - HANDWRITING***

Time Required: 1-3 minutes

**Directions:** Ask the student to copy and/or trace the letters, marks or words as you tell him or her to do so.

*May also be administered to large groups.

**Scoring**

8 to 10 correct = 80 to 100% = Proficient Level
6 to 7 correct = 60 to 70% = Transitional Level
1 to 5 correct = 10 to 50% = Non-Proficient Level

NOTE: Kindergarten students may omit #7. When scoring, for grade K student, score #7 as if it had been done correctly.

**Test**

1) Copy these marks:

2) Write these letters: H X b d p M A

3) Write your name: _____

4) Copy this word: first

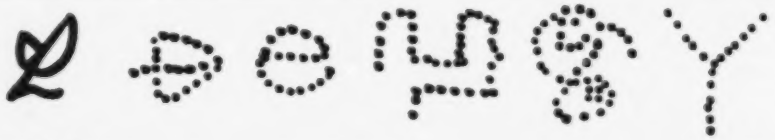
5) Copy this word: bird

6) Copy this word: Geography

7) Copy this sentence: The old brown dog ate his dinner.

_____

_____

8) Trace over these marks: 

9) Write the numbers one through ten: _____

10) Trace over these lines:

SCORE: # Correct_____ % Correct_____ Level_____

**TEST VI - SPELLING***

Time Required: 2-3 minutes

**Directions:** Give the student a lined piece of paper. Dictate these words to him/her using each word in a sentence. "**Play**—I will **play** with the toys." Copy only the incorrect spelling of each word, as the student writes it on his/her paper, onto the line next to the corresponding word on the test. If the student spells the word correctly, leave blank.

NOTE: These words are from Pre-primer to Primer level.

*This test may be administered individually or in groups.

**Scoring**

8 to 10 correct = 80 - 100% = Proficient Level
6 to 7 correct = 60 - 70% = Transitional Level
1 to 5 correct = 10 - 50% = Non-Proficient Level

**Test**

1) play _____
2) look _____
3) see _____
4) with _____
5) when _____
6) this _____
7) here _____
8) work _____
9) is _____
10) help _____

SCORE: # Correct_____ % Correct_____ Level_____

NOTE: If student cannot spell, mark an X here. _____

## TEST VII - QUICK WORD COMPREHENSION AND GRADE LEVEL

Time required: 3-10 minutes

**Directions**: Administer this test before the **Oral Reading Test**. Start at the PP level. Have the student read the words until he or she misses 3 words in any level. The level read prior to the 3 errors is usually the Instruction Level. (Test VIII Oral Reading Test will confirm this. Some students may score higher for Test VIII due to context clues. Student is able to use words on this level in sentences or explain their meanings. Circle "in sentences" or "explain their meanings.") Have the student tell you something about each of the words successfully read so that you know that he or she comprehends the meaning, or have each word used in a sentence in English.* LEP students who cannot speak well can demonstrate comprehension by TPR (Total Physical Response) gestures, pointing to eyes, for example, to define 'see', etc.

| PP | PRIMER | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| see | you | road | our | draw | decided |
| play | come | live | please | eight | served |
| me | not | thank | myself | city | amazed |
| at | with | when | town | middle | silent |
| run | jump | bigger | always | moment | wrecked |
| go | help | how | because | frightened | improved |
| and | is | always | carry | exclaimed | certainly |
| look | work | night | does | several | entered |
| can | are | spring | goes | lonely | realized |
| here | this | today | light | straight | interrupted |

| 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|
| scanty | bridge | amber | capacious | conscientious | zany |
| business | commercial | dominion | limitation | isolation | jerkin |
| develop | abolish | sundry | pretext | molecule | nausea |
| considered | trucker | capillary | intrigue | ritual | gratuitous |
| discussed | apparatus | impetuous | delusion | momentous | linear |
| behaved | elementary | blight | immaculate | vulnerable | inept |
| splendid | comment | wrest | ascent | kinship | legality |
| acquainted | necessity | enumerate | acrid | conservatism | aspen |
| escaped | gallery | daunted | binocular | jaunty | amnesty |
| grim | relativity | condescend | inventive | barometer | |

NOTE: If student cannot read, mark an X here. _____

*Reading Level_____

## TEST VIII - INDIVIDUAL ORAL READING TEST - COMPREHENSION AND RECALL

Grades: PP - 6

Time required: 5 to 15 minutes

**Directions**

1) Each student should be tested individually and with no distractions, and where other students who are to be tested will not hear the reading. Ask the student to read each story orally, then silently. Tell the student you are going to ask questions about the story after he/she has finished reading it. Student reads from the large print copy.

2) While the student is reading, record the errors in this manner:

   a) If word is wholly mispronounced, underline.
   b) If word is partially mispronounced, mark the incorrect or omitted sound with a slash. /
   c) Omitted words and letters are circled.
   d) Substitutions are written in with a caret. ^
   e) Insertions are shown with a caret. ^
   f) Each repetition of a word is indicated with a wavy underline.

**Example:** The sun pierced into my large windows. It was a morning in October and the sky was of a dazzling blue. I looked out ^side of my window and down the street. The white houses on the long straight street were almost painful to the eyes. The clear atmosphere allowed the sun to display full brightness.

3) When the student has finished reading any one story, ask him/her the fact questions following each story and record his/her responses beside the numbered question in the test booklet.

4) Characteristics of the reading levels to look for:

   **Free Reading Level** - Student pronounces all but one word correctly. Student comprehends 90% of what was read and recalled.

   **Instruction Reading Level** - Student pronounces most words correctly. Student comprehends 75% of what was read and recalled.

   **Frustration Reading Level** - Student mispronounces most of the words. Reading is jerky with many substitutions. Student may seem tense. Student comprehends 50% or less of what was read and recalled.

5) List the types of errors made as a summary. Example: vowels are transposed, e.g., big = bog. Initial sounds are omitted or mispronounced. Final consonants and/or syllable are not pronounced. If the student has three or more of the same types of errors, indicate the errors, e.g., student needs help with vowels, initial consonants, etc.

6) Indicate the Reading Instruction Level of the student on the line indicated below. (Use criteria as listed in #4 to determine which level.)

7) Indicate the Reading Grade Level on the line indicated below. The Reading Grade Level is determined by counting the number of questions answered correctly and the number of corrections while reading. Example: While reading the story paragraph for Level 1, student has 3 omissions, 2 repetitions, 2 substitutions, 1 mispronunciation. While answering the questions, he/she missed 1 of the 3 questions. Due to the fact that the student answered 2 out of the 3 questions correctly, have him/her read the next succeeding paragraph story. Continue in this manner until the student does either or both of the following:

   a) Misses 50% or more of the questions.

   b) Mispronounces most of the words. (Reading is jerky and has many substitutions.) Student may seem tense. Discontinue at that point. Reading Grade Level will be the level that shows comprehension of 75% of what was read and recalled with minimal reading errors. This will often correspond with the Instruction Level.

Student needs help with the following:_____

_____

_____

Reading Instruction Level_____

Reading Grade Level_____

NOTE: If student cannot read, mark an X here. _____

**Test Administrator's Copy**

Mark on this copy as the test directions have indicated. If student reads bag as bog, write **o** above the **a**, etc.

Dad's hat is on a bag.
Nat ran to the bag.
He bats the hat and the bag.
Nat is bad and Dad is mad.

1) Where is Dad's hat? (on a bag)_____

pp 2) Is Dad happy? (No, mad)_____

3) Where did Nat run? (to the bag)_____

Pam had a big bun.
It had figs in it.
Pam took a bit of it to Dan.

1) What did Pam have? (bun)_____

p 2) What was in the bun? (figs)_____

3) Who took part of the bun to Dan? (Pam)_____

Grandpa tucked Dan into bed, and Dan said, "Will you tell me a story, Grandpa?" "Yes, Dan, I will tell you a good story," said Grandpa. "I am in this story. I was six. My Dad took me to a ranch. The men at the ranch had to catch horses."

1) Where was Dan? (in bed)_____

1 2) Who was going to tell Dan a story? (Grandpa)_____

3) How old was the boy in Grandpa's story? (6)_____

A dog saw a cat. The dog said, "I can catch you."
The cat said, "We shall see."
The cat ran. The dog ran after her. The cat ran up a tree.
The cat said, "Catch me if you can."

1) What did the dog think he could do to the cat? (catch it)_____

2 2) What did the dog do? (ran after the cat)_____

3) Where did the cat run? (up a tree)_____

Janet had left home to go to school.
The slush was melting, drip, drip, drip, drip.
It made Janet slip, and she fell into a patch
of slush. Her dress had a big wet spot on it.

1) Where was Janet going? (to school)_____

2.5 2) What was melting? (slush)_____

3) What happened to Janet? (she fell)_____

A boy had a dog and a black pony that were good friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door was opened, in he walked.

1) Who had two pets that were good friends? (a boy)_____

2) What were the pets? (dog and pony)_____

3.5 3) What was the color of the pony? (black)_____

4) What did the pony want to do when the boy and the dog went into the house? (go with them)_____

5) What would the pony do if the door was opened? (go in)_____

Freezing bread is a new idea. It was found by accident. Some explorers went to the South Pole. It is freezing cold there all the time. The explorers left some food at the South Pole. Six years later, the explorers went back. They found the food. It was still good. They thawed the bread and ate it. When the men came back to the United States, they told about the bread. A baker decided to freeze bread for his customers. You can now buy frozen bread. It can be kept in a deep freeze.

1) How long was it before the explorers returned to the South Pole? (six years)

_____

4.5 2) What did the men do with the bread they had left there? (thawed and ate it)

_____

3) Who decided to freeze bread to sell? (a baker)_____

Animals have favorite foods, just as people do. The favorite food of most cats is fish or chicken. Raccoons are very fond of ripe grapes and green corn. Farmers sometimes have trouble with raccoons stealing from corn fields. Raccoons like fish, too. Some animals have a "sweet tooth." Bears like honey. They rob the homes of wild bees in hollow trees.

1) What is the favorite food of most cats? (fish or chicken)_____

5 2) What foods do raccoons like? (grapes, corn, fish)_____

3) Where do wild bees make their homes? (in hollow trees)_____

Animals have many kinds of skins. The horned toad has sharp spines on its head and back. The skin on the lower part of the body is covered with tough scales. A garden toad does not need a thick skin for protection. Instead, its skin "sweats" a milky liquid that tastes very bad to other animals. The thickest skins are those of the elephant and hippopotamus. The skins are often more than one inch thick over the shoulders.

1) On what part of its body does the horned toad have sharp spines? (head and back)

_____

5.5 2) What animal has a skin that "sweats" a milky liquid? (garden toad)

_____

3) What two animals have the thickest skins? (elephant and hippopotamus)

_____

The *El Paso Times* in June, 1971, carried an article about "a magnificent show of great historical value" which was on display at the El Paso Museum of Art. It was a show of the work of Jose Cisneros. The article noted, with pride, that Cisneros was a man ". . . of our own city and territory." It told of the beautiful manner in which he had described the "Riders of the Spanish Borderlands." Cisneros' show included 107 pieces of pen and ink drawings depicting 300 years of the history of the horses and people of the Southwest.

1) What kind of a show is described in the story? (art/history)

_____

6 2) Where was the exhibit being shown? (El Paso or Museum of Art)

_____

3) What were the pictures about? (people, riders and horses of the Southwest)

_____

**Student's Copy**

Dad's hat is on a bag.
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Nat is bad and Dad is mad.

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It had figs in it.
Pam took a bit of it to Dan.

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"Will you tell me a story, Grandpa?"
"Yes, Dan, I will tell you a good story," said Grandpa.
"I am in this story. I was six.
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The men at the ranch had to catch horses."

A dog saw a cat.
The dog said, "I can catch you."
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The cat ran. The dog ran after her.
The cat ran up a tree.
The cat said, "Catch me if you can."

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The slush was melting, drip, drip, drip, drip.
It made Janet slip, and she fell into a patch
of slush. Her dress had a big wet spot on it.

NOTE: Turn this page face down when asking the student recall questions. The test administrator may want to laminate this page in plastic in order to have it handy for quick use.

A boy had a dog and a black pony that were good friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door were opened, in he walked.

Freezing bread is a new idea. It was found by accident. Some explorers went to the South Pole. It is freezing cold there all the time. The explorers left some food at the South Pole. Six years later, the explorers went back. They found the food. It was still good. They thawed the bread and ate it. When the men came back to the United States, they told about the bread. A baker decided to freeze bread for his customers. You can now buy frozen bread. It can be kept in a deep freeze.

Animals have favorite foods, just as people do. The favorite food of most cats is fish or chicken. Raccoons are very fond of ripe grapes and green corn. Farmers sometimes have trouble with raccoons stealing from corn fields. Raccoons like fish, too. Some animals have a "sweet tooth". Bears like honey. They rob the homes of wild bees in hollow trees.

Animals have many kinds of skins. The horned toad has sharp spines on its head and back. The skin on the lower part of the body is covered with tough scales. A garden toad does not need a thick skin for protection. Instead, its skin "sweats" a milky liquid that tastes very bad to other animals. The thickest skins are those of the elephant and hippopotamus. The skins are often more than one inch thick over the shoulders.

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## LANGUAGE/CULTURAL TEST BATTERY - SECTION III

### *TRANSCULTURAL ASSESSMENT INSTRUMENT (TCAI)*

**Part I - Language Dominance in the Home**

**Directions:** Ask the following questions. Mark the responses as follows:

4 = ALL native language
3 = half English, half native language
2 = some English*
1 = English only

*If English is the dominant or only spoken language, mark here ____

If preferred, the initial letter of the specific language may be written on the space provided.

**Example:** Native language is Vietnamese.
Answers to questions:
#1) **V4**
#2) **V4**
#3) **B (both) 3** (#3 shows that father speaks both Vietnamese and English.)

**Scoring:** 60 points are possible. Total the number of points, then record as follows:

48 to 60 points = 80 to 100% = Native Language Dominant
36 to 47 points = 60 to 78% = Bilingual
21 to 35 points = 35 to 58% = Transcultural, confused and struggling.
15 to 20 points = 25 to 33% = English/Anglo Dominant

Count Total # of points scored. Divide by 60 = % If student lives with only one parent, divide by 40.

**Test**

**Father's Language**

1) Does your father use English or (native language) when he talks to you?_____

2) Does your father use English or (native language) when he talks to your mother?_____

3) Does your father use English or (native language) when he talks to your brothers and sisters?_____

4) Does your father use English or (native language) when he talks to your grandparent, aunts, or uncles?_____

5) Does your father use English or (native language) when he talks to his friends?_____

**Mother's Language**

6) Does your mother use English or (native language) when she talks to you?_____

7) Does your mother use English or (native language) when she talks to your father?_____

8) Does your mother use English or (native language) when she talks to your brothers and sisters?_____

9) Does your mother use English or (native language) when she talks to your grandparents, aunts, or uncles?_____

10) Does your mother use English or (native language) when she talks to her friends?_____

**Child's Language**

11) Do you use English or (native language) when you talk to your father?_____

12) Do you use English or (native language) when you talk to your mother?_____

13) Do you use English or (native language) when you talk to your brothers and sisters?_____

14) Do you use English or (native language) when you talk to your grandparents, aunts, or uncles?_____

15) Do you use English or (native language) when you talk to your friends?_____

SCORE: # Points_____ % Points_____ Category_____

***TRANSCULTURAL ASSESSMENT INSTRUMENT (TCAI)***

**Part II - Language and Reading in the Environment**

**Mark appropriate space:** Student can read/write English best._____
Student can read/write Native language best._____
Student cannot read._____

**Directions:** Ask the questions. Score all the responses as follows:

4 = all native language
3 = half native language and half English
2 = mostly English, some native language or/ mostly native language, some English. Write the response (Native or English).
1 = all English

**Scoring:** There are 40 points possible.

| | | | | | | |
|---|---|---|---|---|---|---|
| 32 | to 40 points | = | 80 | to 100% | = | Native Dominant |
| 22 | to 31 points | = | 55 | to 77% | = | Bicultural |
| 16 | to 20 points | = | 40 | to 50% | = | Transcultural and Confused* or English Dominant on the initial coding. |
| 10 | to 15 points | = | 25 | to 37% | = | English/Anglo Dominant |

*Student is English Dominant—mark here _____. When scoring, total may be very low if student responses were mostly English, (2), or English only, (1).

**Test**

1) Can you read books or newspapers that are written in:

   English only _____ (1)

   Mostly English and some native language _____ (2)

   Easily read English and native language _____ (3)

   In native language only _____ (4)

2) Do you have newspapers or books in your house that are written in:

   English only _____ (1)

   Mostly English and some native language _____ (2)

   Half are written in English and half in native language _____ (3)

   Native only _____ (4)

3) When you go to the store or for a ride in the car, do you see signs written in:

English only _____ (1)

Mostly English and some native language _____ (2)

Half in English and half in native language _____ (3)

All native language _____ (4)

4) Can you read the signs that are:

Written in English only _____ (1)

Mostly English and some native language _____ (2)

Half English and half native language _____ (3)

Only in native language _____ (4)

5) Can you write in:

English only _____ (1)

Mostly English but some native language _____ (2)

Half English and half native language _____ (3)

Native language only _____ (4)

6) When someone asks you a question in English, do you think about your answer before speaking in:

Native language _____ (4)

Sometimes English and sometimes native language _____ (3)

Mostly English, sometimes native language _____ (2)

Always English _____ (1)

7) When you are reading a story that is written in English, do you understand:

Very little or none of it _____(4)

About half of it _____ (3)

Most of it _____ (2)

All of it _____ (1)

8) When you are given instructions in English by your teacher, do you understand:

None or very little _____ (4)

About half _____ (3)

Most of it _____ (2)

All of it _____ (1)

9) In your house, when someone is excited or scared, does he or she speak in:

Native language _____ (4)

Half English and half native language _____ (3)

Mostly English and some native language _____ (2)

All English _____ (1)

10) Do you prefer to speak in:

All native language _____ (4)

Half English and half native language _____ (3)

Mostly English and some native language _____ (2)

All English _____ (1)

SCORE: # Points_____ % Points_____ Category_____

## *TRANSCULTURAL ASSESSMENT INSTRUMENT (TCAI)**

**Part III - Self Concept**

Time Required: 2-5 Minutes

**Directions:** Ask the questions. Record responses as stated. After the student gives his or her response, ask, "How does that make you feel?" The **feeling** is the most significant portion of the question to score. Write the number 1, 2, 3, or 4 on the line **in front** of each question, depending on how the student grades his or her feeling about the question/response.

*May also be administered to large groups of students who are capable of writing their responses in English.

**Scoring:** There are 60 points possible. Record points according to responses as follows:

1 = Bad Feeling, "D or F" Feeling
2 = Just OK, "C" Feeling
3 = Good, "B" Feeling
4 = Super Good, "A" Feeling

**Example:** People think I am __smart__. Smart = 3 or 4.
"That makes me feel good." "That's an A or B feeling."

People think I am __dumb__. Dumb = 1 - poor self concept.
"I don't like it." "That's a D or F feeling."

| | | | | | |
|---|---|---|---|---|---|
| 48 | to 60 points | = 80 | to 100% | = | Excellent Self Concept |
| 36 | to 47 points | = 60 | to 78% | = | Good Self Concept |
| 28 | to 35 points | = 46 | to 58% | = | Fair Self Concept |
| 15 | to 27 points | = 25 | to 45% | = | Poor Self Concept |

**Test**

____ 1) I think I look_____

____ 2) I dress_____

____ 3) I think my family is_____

____ 4) People think I am_____

____ 5) In school my teacher thinks I am_____

____ 6) My friends think I am_____

____ 7) When I try to learn something, it is _____
for me.

____ 8) My parents think I am_____

____ 9) I think I am _____ in school because _____

____ 10) When I grow up I want to be a _____

because _____

____ 11) I think a person can/can't become any kind of person he or she wants to be.

(rich, smart, good, bad, occupation, etc.) _____

____ 12) Most Americans think people from other countries are _____

_____

____ 13) I think that the (native culture of person) people are _____

_____ because _____

____ 14) It is good or bad for a person to speak more than one language because_____

_____

____ 15) I feel _____ when I meet new people because _____

_____

SCORE: # Points _____ % Points _____ Self Concept _____

## *TRANSCULTURAL ASSESSMENT INSTRUMENT (TCAI)*

**Part IV - Foods and Customs**

Time required: 2-5 minutes

**Directions:** Ask the questions and score as directed. Write the responses.

**Scoring:** There are 60 points possible. Record points according to responses as follows:

1 = all Anglo
2 = mostly native, some Anglo
3 = some native, mostly Anglo
4 = all native

48 to 60 points = 80 to 100% = Native Culture Dominant
36 to 47 points = 60 to 78% = Bicultural
28 to 35 points = 46 to 58% = Transcultural
15 to 27 points = 25 to 45% = Anglo Culture Dominant

For questions with more than one numbered choice for response, circle only 1 number. All questions are to be given a numerical value based on what the response reveals. Count the # of points scored. Divide by 60 = %. Answers will vary. Use the sample responses to assist in numerical choices.

**Test**

1) My favorite foods are_____

(candy, ice cream = 3)

2) In our house we usually eat_____foods.

(native culture = 4; all kinds = 3)

3) _____ is the most important meal in our house

because_____

4) For breakfast I eat_____

(cereal, eggs = 3; nothing = 1; rice = 4; other = 2)

5) For supper we usually eat_____

_____

**Explain what a custom is.**

6) In our house it is a custom to_____

_____

(eat with chopsticks = 4)

7) My favorite holiday is_____

(Christmas = 3)

8) When your family has a big party, do they sing songs from (native country)?_____

(yes = 4; no = 1)

9) When your family has a big party, do they do dances from (native country)?_____

(yes = 4; no = 1)

10) How do you feel when you see dances and hear music from (native country)?_____

_____

11) When I see the flag of (native country), I feel_____

(happy, proud, sad = 4)

12) When I see the flag of the United States of America, I feel_____

(happy, proud = 3; nothing = 4)

13) When someone touches my head, I feel_____

(I don't like it = 4 or 2; no feelings = 3)

14) When someone says, "Look at me when I talk to you." I feel_____

(afraid, scared = 2; embarrassed = 4; I don't like it, mad = 1; feel nothing = 3)

15) I think most Americans are_____

(good, nice = 3; friendly = 2)

SCORE: # Points_____ % Points_____Culture_____

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